



FAIRVIEW SCHOOL—NUTRITION CLASS, RECEIVING MID-MORNING GLASS OF MILK.

Annual Report of the Board of Education

Ref.
379.7493
B

Bloomfield, New Jersey

1921

THE INDEPENDENT PRESS

BOARD OF EDUCATION

JAMES C. BROWN, President

WILLIAM H. VAN GIESON, Vice-President

CHARLES T. HOCK

JENNIE S. ELLOR

ELIZABETH H. WYMAN

EDGAR S. STOVER, Secretary

INSTRUCTION COMMITTEE

CHARLES T. HOCK

ELIZABETH H. WYMAN

BUILDING COMMITTEE

WILLIAM H. VAN GIESON

JENNIE S. ELLOR

FINANCE AND SUPPLY COMMITTEE

ELIZABETH H. WYMAN

JAMES C. BROWN

MAINTENANCE COMMITTEE

JENNIE S. ELLOR

WILLIAM H. VAN GIESON

BOARD OF SCHOOL ESTIMATE

FREDERIC R. PILCH, Chairman

EDWARD J. HUGHES

JAMES C. BROWN

FREDERIC STORM

WILLIAM H. VAN GIESON

EDGAR S. STOVER, Secretary

GEORGE MORRIS, Superintendent of Schools

REPORT OF SUPERINTENDENT

OFFICE OF SUPERINTENDENT OF SCHOOLS,
BLOOMFIELD, N. J., JUNE 30, 1921.

Board of Education,

GENTLEMEN: The Superintendent of Schools respectfully submits herewith his annual report.

Enrollment and Attendance.

The enrollment for the year just closed reached a total of 4301 and is less than the total enrollment for last year. The strict enforcement of the vaccination regulations is without doubt responsible for this falling off. It is evident that a number of children under seven years of age, the age when compulsory attendance begins, who were in school last year, have stayed at home this year and undoubtedly for the reason mentioned above. It is believed that all told there are about two hundred children between the ages of four and seven who would have appeared at school if the vaccination regulations had not been so rigidly enforced.

Notwithstanding the decrease in enrollment the attendance has shown a large gain over that of last year, the total for the year in round numbers being 654,000 days, as compared with 611,000 days for 1920. This fine showing is due to the fact that the schools with one exception have been free from epidemics of children's diseases. The exception was the Berkeley School, which has had far more than its share of contagions to contend with.

The enrollment in the Evening School shows an increase of 148 pupils and an increase in attendance of 4053 sessions.

Need of Additional Accommodations.

If we are going to give all of our children an opportunity to attend school two full sessions each day, we must begin building operations at the earliest possible moment. The number of pupils in attendance at the High School has been greater than the seating capacity of that building. As a consequence it has been necessary to seat pupils in the library. Two years ago the Park School could not accommodate the seventh and eighth grade pupils from the entire town. This condition still prevails and will become more aggravated as the size of the incoming classes increases. In the Brookside School, Watsessing School and in the Fairview School we have carried four classes on part time, thus making a total of about 400 children who are not receiving a full day's schooling. It is true that these classes are in the kindergarten or lower primary grades and it is argued by some edu-

cators that the little folks lose but little when working on part time, but teachers who have worked with both the part time and the full time classes complain that they cannot accomplish the same amount of work in the part time classes and that consequently the children are not as well prepared to take up the work of the next grade as are the children who are attending school all day. In this connection we must not forget that two of our retarded classes are working in rented quarters not well adapted to their needs.

Plans are being drawn for an addition to the High School building. When this project is completed the problems of accommodating seventh and eighth grade pupils and high school pupils will be solved for the time being, but there will still remain the problem of the overcrowded condition in the kindergarten and the lower grades alluded to above, with additional problems of the same nature soon presenting themselves from the other elementary schools with the exception of Brookdale. The general practice of school systems throughout the State and throughout the nation is to provide accommodations for the kindergarten children and elementary children through the sixth grade in the local school. When we are reminded that we now have twelve classes falling in this category which are working on part time we realize that we have a second pressing problem whose solution is additions to our elementary schools just as soon as it is possible to begin the work.

With these two projects accomplished, viz., the addition to the High School and the necessary additions to the elementary schools to eliminate part time classes, we will be back on a pre-war basis educationally. It is evident, though, that if the Town continues to grow at its present rate, that the projects outlined must be completed by January, 1925, or we shall find it necessary to extend the part time arrangement to all of our first grades and probably to many of our second grades.

To some of us the working out of these projects may seem to be a large undertaking but we must recall that had not the war made it impossible to do any building for a period of six or seven years, that much of the work proposed would now be completed. What under ordinary circumstances would have been spread over a period of at least ten years must now be done in less than half that time, if we are going to keep pace with our needs.

Compulsory Education.

The records show that the attendance officer has made about fourteen hundred visits to homes during the year, an average of seven calls each day. They also show that he has issued during the year fifty-three Age and Schooling certificates, served forty-two legal notices, and has been to the local court with twelve cases.

The court cases have been handled by our local judge in such a way as to inspire respect for the Compulsory Education Law, not a single case having been referred to the County Juvenile Court at Newark. These facts reflect no small amount of credit on our local court.

In accordance with the provisions of the Compulsory Education Law, boys and girls between the ages of fourteen and sixteen years who have been granted Age and Schooling Certificates and who are working, must attend a continuation school six hours each week. Under a provision of the same law Bloomfield was able to have pupils of this type cared for by the Essex County Vocational Schools. In the County Vocational School at East Orange there have been thirty-seven boys enrolled and in the County Vocational School of Bloomfield there have been fifty-two girls enrolled. We are informed that in most cases these boys and girls have made satisfactory records in deportment and in the performance of their duties.

High School.

The number of pupils in attendance at the High School has reached a point that is somewhat in excess of the number of classroom sittings. If the attendance at this school increases during the next two years at the same rate as it has for the past two or three years we shall be compelled to resort to the formation of part time classes. It is to be hoped, however, that the contemplated addition to the High School building will be completed in time to avert this necessity.

The number graduated from this school reached a grand total of 77. Forty-four of these graduates were in the February class and the remainder in the June class. This number represents the largest group ever graduated from this school in a single year.

Of the number graduated about 28 per cent. have made plans to enter college next fall. About 10 per cent. have made plans to enter the Normal Schools and study to become teachers. In view of the shortage of teachers at the present time these figures are significant. If the attitude of high school graduates in general is the same as that of our graduates, the teacher shortage problem is not likely to be solved for some time to come. It cannot be said that the apparent indifference of our young people to the teacher's calling is due to a lack of knowledge of the existing conditions, for talks have been given from time to time laying the essential facts and necessities of the teacher situation before the pupils of the school. Of the balance of our graduates, about 62 per cent., some are studying to be trained nurses and the greater part of the remainder are expecting to enter the business world.

The records indicate that the quality of the work done by the pupils in High School compares favorably with that of previous years. In no small measure are the results obtained due to the earnest efforts of the teachers.

Park School.

When the Park School was organized it was expected that we should be able to assemble all seventh grade pupils, with the exception of those from Brookdale and all eighth grade pupils in that school. It was soon found that the building would not accommodate these grades from the entire Town and at the present there are about seventy-five seventh grade pupils being taken care of in the Berkeley and the Watsessing Schools. As soon as the proposed addition to the High School is completed a part or all of the eighth grades can be accommodated in that building for the time being, thus making room for all the seventh grades at the Park School. As in the past, large percentages of the graduates of this school, usually from 80 to 90 per cent., continue to enter the High School, but they do not all enter the higher institution with the idea of preparing for college. Statistics given above corroborate this statement. The work in this school is designed to give the boys and girls, as far as possible, some insight into what the various courses given in the High School lead to in the way of preparation for life's work, and to assist them as far as possible in making the selection of the high school course which best fits their individual capacities and needs.

The teachers have worked earnestly and faithfully in the performance of their duties and in the main the pupils have responded well. The result has been a healthful and wholesome growth along both physical and mental lines.

Elementary Schools.

As suggested in a previous paragraph the schools have been but little handicapped by sickness. Then, too, the mildness of the winter has been conducive to good school attendance. It is almost needless to state that each of these factors influences largely the results to be accomplished in a given year of school work. With conditions thus favoring the schools we were justified in expecting much in the way of progress and achievement. To fulfill such an expectation, the teachers have given freely of their time, ability and service. With a few exceptions the pupils have been zealous in the performance of their duties and have thus contributed their part to the success attained.

Standard Tests.

In the fall of 1920 a class of teachers was organized for the purpose of studying Standard Tests. Over thirty of our teachers



WATSESSING SCHOOL ORCHESTRA.

joined this class, which was conducted under the direction of one of the professors of education from the State University. The lectures and lessons given this class were of a very practical nature and were paid for by the teachers themselves. For the sake of giving the members of this class an opportunity to make use of the knowledge they were gaining, a few of the standard tests were given in some of the classes of the elementary schools, the papers rated and comparisons made with the results obtained in other cities where the same tests had been given under similar conditions. These comparisons proved to be very interesting and showed that the Bloomfield boys and girls are holding their own when placed in comparison with the boys and girls of several other cities.

Tests were given Bloomfield pupils in arithmetic, reading, spelling and writing. The results of one of the tests given in arithmetic attracted the attention of the reporter of our local paper. He wrote an article giving his impressions of the value of this work which follows and which is quoted exactly as printed in the Independent Press on April 22, 1921, except that the names of the cities with which Bloomfield was compared are omitted and the names of the States in which the cities are located are substituted:

"At the meeting of the Board of Education last week the results of an application of the Courtis standard research tests were exhibited for inspection by the board members and others. The tests were in the fundamentals of arithmetic and the results as follows:

ADDITION				
		Grades		
	7B	7A	8B	8A
Median scores—				
Bloomfield	7.3	4.9	6.1	7.5
A City in New Jersey	5.2	5.2	5.9	5.9
A City in New York .....	.....	.....	6.0	6.0
Twenty Indiana Cities	5.0	5.0	5.8	5.8
A City in Montana	4.3	4.3	5.8	5.8
A City in Michigan	5.4	5.4	6.7	6.7
A City in Massachusetts	5.6	5.6	7.8	7.8
A City in Utah	7.4	7.4	7.6	7.6
Courtis tentative standard for addition test—				
	7B	7A	8B	8A
	11.0	11.0	12.0	12.0

SUBTRACTION				
		Grades		
	7B	7A	8B	8A
Median scores—				
Bloomfield	10.0	8.9	10.3	10.5
A City in New Jersey	7.4	7.4	8.6	8.6
A City in New York .....	....	....	8.9	8.9

Twenty Indiana Cities	7.8	7.8	8.9	8.9
A City in Montana	7.6	7.6	10.3	10.3
A City in Michigan	7.3	7.3	9.5	9.5
A City in Massachusetts	6.9	6.9	8.6	8.6
A City in Utah	9.3	9.3	10.3	10.3
Courtis tentative standard tests in subtraction—				
	7B	7A	8B	8A
	12.0	12.0	13.0	13.0

MULTIPLICATION

	7B	7A	8B	8A
Median scores—				
Bloomfield	7.6	7.2	8.1	9.3
A City in New Jersey	5.6	5.6	7.6	7.6
A City in New York .....	.....	.....	6.8	6.8
Twenty Indiana Cities	5.9	5.9	7.3	7.3
A City in Montana	7.0	7.0	8.6	8.6
A City in Michigan	6.0	6.0	7.5	7.5
A City in Massachusetts	5.1	5.1	6.5	6.5
A City in Utah	7.6	7.6	8.8	8.8

Courtis tentative standard tests for multiplication—				
	7B	7A	8B	8A
	10.0	10.0	11.0	11.0

	7B	7A	8B	8A
Median scores—				
Bloomfield	8.5	8.0	9.0	9.3
A City in New Jersey	5.6	5.6	6.6	6.6
A City in New York .....	.....	.....	8.0	8.0
Twenty Indiana Cities	6.7	6.7	9.0	9.0
A City in Montana	7.7	7.7	10.7	10.7
A City in Michigan	7.1	7.1	8.8	8.8
A City in Massachusetts	5.1	5.1	6.9	6.9
A City in Utah	8.3	8.3	9.9	9.9

Courtis tentative standard tests for division—				
	7B	7A	8B	8A
	10.0	10.0	11.0	11.0

STONE REASONING TEST.

	8B	8A
Median scores—		
Bloomfield	8.4	8.7
A City in New Jersey	10.7	10.7
A City in New York	7.2	7.2
A City in Montana	7.7	7.7
A City in Utah	10.5	10.5
A City in South Dakota	11.9	11.9
A City in Wisconsin	6.3	6.3
A City in Connecticut	4.5	4.5

"The above tabulations are the result of a trial of the Courtis standard research tests in the local school. The tests were made in February last by Principal Wilson of the Park Grammar School. The period of making the test was in the middle of the

school year, while the test in the schools named above and with which the local test is compared was made at the end of the school year, but to what degree the time of testing affected results is problematical.

"In the addition test the pupils were given 8 minutes to find answers to 24 examples 9 figures deep and 3 figures wide. In the subtraction test 4 minutes were allowed for 24 examples. In the multiplication test 6 minutes were allowed for 24 examples and 8 minutes were allowed in the division test for 24 examples.

"While markings were given for both speed and accuracy, the fact was emphasized that the pupils taking the test were not expected to complete the full quota of examples, but the main feature impressed upon them was to get right answers to all that they did do.

"The merit claimed for the Courtis research tests is that it accurately measures the efficiency of the entire school and not the efficiency of a few pupils. The research charts clearly indicate to the teachers the weak spots in the class work and admit of the application of remedial measures. Those teachers who have familiarized themselves with the theory of the Courtis tests are enthusiastic over their possibilities as a help in educational work."

Evening Schools.

The past year has witnessed a revival of interest in evening school work. The enrollment shows an increase of 40 per cent. over that of last year and the percentage of attendance was very good.

The work in electricity was conducted along very practical lines, such as wiring for bells, etc. At the same time such theory as supplemented the practical work was presented, thus enabling the class to work with intelligence.

The work in other classes was also conducted along practical lines as far as possible, each pupil being given the instruction that would better fit him and improve him for the job he was holding.

The Americanization work was conducted on a more extensive plan than in previous years. In addition to the regular evening school lessons, classes were organized in two of the large factories. These classes met in the afternoon at the close of the day's toil. In order to give this work the attention it needed a field worker was appointed to co-operate with the Principal of the Evening School and to have general supervision of the work of Americanization. In addition to acting in a supervising capacity he taught classes at times and assisted with the preparation for the appearance of candidates at court where the applications for Citizenship papers was made. Brief reports from the Principal of the Evening School and the Field Worker are quoted below:

Principal.

"The instruction in the Bloomfield Evening School considers all subjects from their practical aspect. Only such theory is given as is considered necessary to understand the applications. The work given is that which will help the efficient individual to be more efficient in his daily occupation and to make him become a better citizen.

"Any resident of the city may attend the school. The ages have ranged from 14 to 58 years. The necessary fundamentals are taught to those of the elementary group. After this preparation, many take up work in the special subjects in which they are interested.

"The special subjects are shop, mechanical drawing, sewing, electricity, bookkeeping, stenography, typewriting and Spanish. Any modern language is given for which the demand is sufficient to make a fair sized class.

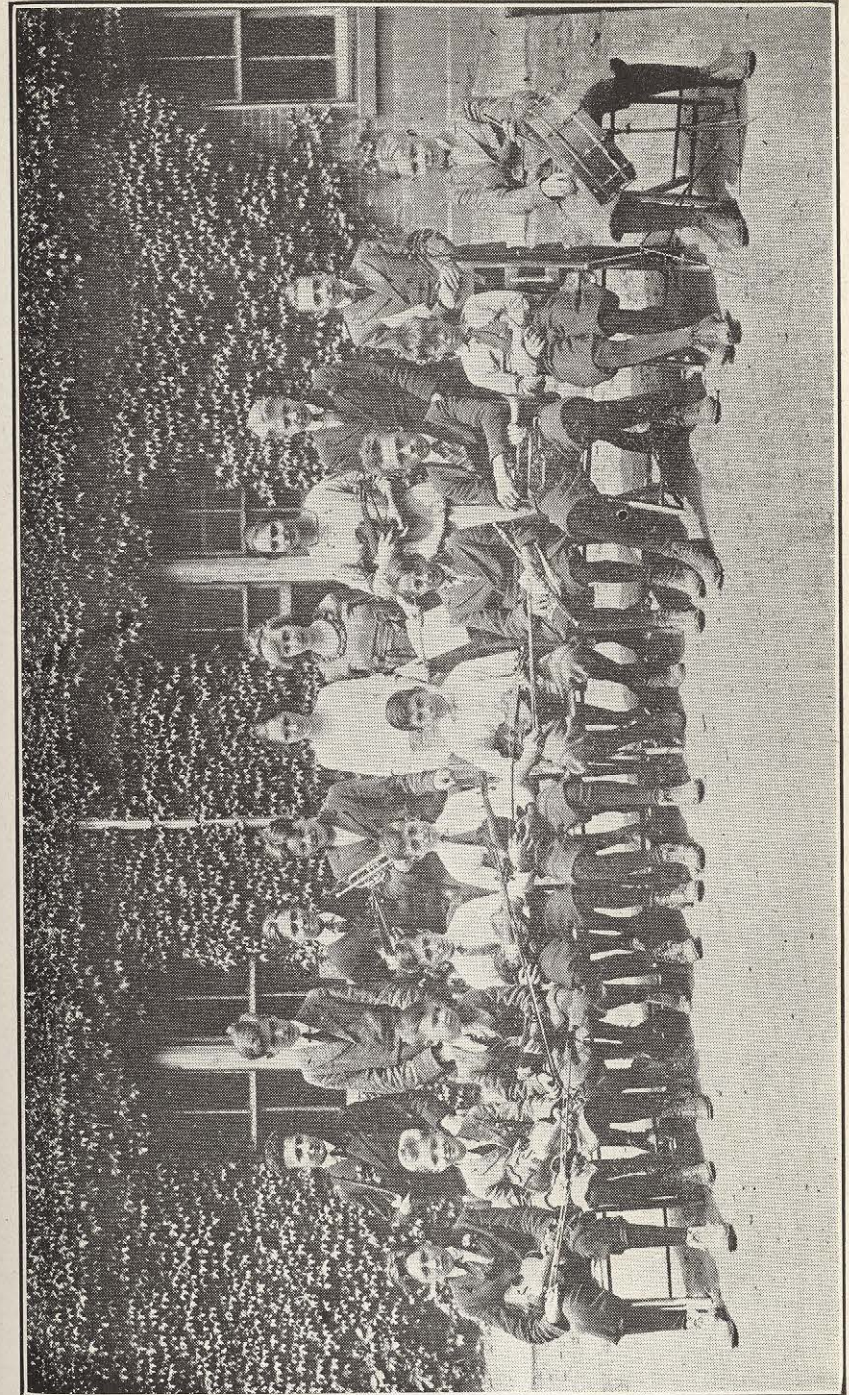
"A course in Americanization was given. Some classes this year have been conducted in the plants of the city after working hours. The method of instruction in the plants and in the Evening School classes is the same as was used in the United States training camps. Some wonderful results were obtained. We had a number of cases in which the foreigner was able to read and write simple English in three weeks.

"Many students have started in and remained with us for four years. In that time they have been able to start with the fundamentals and finish up with a special course.

"A certificate is given to stimulate work. Any student that attends 70% of the time and does satisfactory work is awarded a certificate at the end of the term. The school term extends over sixty-four sessions."

Field Worker.

"The Americanization work of the Evening School, during the past term, has had two or three more or less distinct aspects. In the first place, we had two regular classes for foreigners in the Evening School. In these classes sixty men and women were enrolled and were instructed in the English language and citizenship. In the second place, we organized and maintained three classes in factories. Two of these classes were located in the Edison plant at Silver Lake and the other class was located at Sprague's. To each of these classes similar instruction was given and they were assembled after working hours. In these three organizations we had an enrollment of sixty-five men and a few women. In addition to the regular instruction it was our practice to induce as many as possible to take out citizenship papers. Fifty of the men responded to this suggestion. Forty took out



PARK SCHOOL ORCHESTRA.

'first papers' and ten took out their 'second papers.' In every instance we filled out their papers and accompanied them to the naturalization bureau.

"The evening school instruction for prospective Americans was not a new thing. The work was reorganized, though, and the enrollment was doubled. The factory work and the personal solicitation and aid given to candidates for citizenship were new features of Americanization activities for Bloomfield.

"The factory or extension work has been an interesting experiment. It started with a rush. Labor was in great demand and labor turn-over was very small. The country was still under the spell of war patriotism and war activities. The prospects were wonderful. We had no trouble in organizing the two classes at Edison's Silver Lake plant and one at Sprague's. Scott and Bowne promised to send us two classes, and Lehn and Fink was canvassing the situation. Other firms could not permit us to organize classes on account of the late hour of stopping work, but all seemed anxious to co-operate. Late in November all changed as if by magic. When we resumed our efforts after the holiday vacation the 'bottom had dropped out.' Edison's plant had closed down and the labor turn-over was so great at other places that we were compelled to abandon all of our classes.

"Under normal conditions I feel that this work can be made a splendid success. It is my opinion, however, that the plants should be asked to co-operate more fully. Education of this character is properly an expense that business should bear to the extent of permitting classes to assemble on factory time. If the public furnishes the teachers and supplies, business should be willing to do its part also. Classes organized on this basis would always be well attended and consequently more far reaching results accomplished."

Drawing, Manual Training and Domestic Science.

The conditions under which these departments have worked during the year have approached very closely to the pre-war basis. Strong interest has been manifested by both pupils and teachers in the work and the results as a whole have been satisfactory.

The work of these departments will be outlined more in detail in the reports of the respective supervisors.

School Lunches.

In the fall of 1920, the demand for a warm lunch of some sort for the pupils of the High and Park Schools became very persistent. The matter was given careful consideration by the Board of Education and experimental plans were developed which

enabled us to serve something warm to those desiring it. The experiment has seemed to demonstrate a permanent need.

The plan under which we worked in order to give the lunch proposition a trial involved the use of the school kitchen to such an extent that the regular work of the cooking classes could not be carried on. During the summer changes are to be made which will enable us to conduct the cooking classes and to serve the lunches.

A brief report of the supervisor in charge of the lunches during the year just closed contains some interesting data and is quoted in full:

"Owing to unforeseen and unavoidable delays in delivery of equipment, the lunch room did not begin operations until November 30th last. Two laundry stoves, with two burners each, were installed in the kitchen and utensils necessary for cooking in large quantities were purchased. After we had been in operation for a month, a large refrigerator and a rapid bread slicing machine were also procured.

"The lunch room employs three women eight hours a day. They prepare the food, make sandwiches, wash dishes and do the necessary cleaning. The work is done under the supervision of the Director of Household Arts and has claimed nearly all of her time throughout the year.

"We served from the time of opening until the spring vacation either soup or cocoa, with two kinds of sandwiches. The charge at first was five cents for each item, but as this did not meet expenses, which were larger than anticipated, the charge was raised in March to six cents, or two servings for eleven cents.

"As there is no place where the pupils can go as a body to eat a system of classroom monitors has been worked out. One or two pupils from each room come to the kitchen, get the lunches for their room (ordered in advance), serve in the classroom and return soiled dishes and lunch tickets to the kitchen. The Park School monitors come for their lunch fifteen minutes before the High School is ready. This system has worked very satisfactorily in the kitchen.

"The menu was varied as much as was possible within such narrow limits and carefully worked out recipes were always followed, but the interest in the lunch fell off. The increase in the price may have had something to do with this.

"After April 11, we stopped serving soup and served either milk or a fruit drink, and cocoa once a week. One variety of sandwich was served and fresh baked corn bread, muffins, or plain cake. This revived the interest to some extent."

The following is a table of the average daily sales for each week, from November 30 to June 17:

Week	Days Served	Av. Sales
Nov. 30-Dec. 3	4	727 1/2
Dec. 6-10	5	819 3/5
Dec. 13-17	5	747 4/5
Dec. 20-23	4	752 1/2
Jan. 3-7	5	710 4/5
Jan. 10-14	5	735 2/5
Jan. 17-21	5	676 1/5
Jan. 24-28	5	449 1/5
Jan. 31-Feb. 4	5	725
Feb. 7-11	5	677 1/5
Feb. 15-18	4	736 3/4
Feb. 21-25	4	714 3/4
Feb. 28-Mar. 4	5	671 4/5
Mar. 7-11	5	639 1/5
Mar. 14-18	5	525
Mar. 21-24	4	536 1/2
Mar. 28-Apr. 1	5	461 2/5
Apr. 11-25	5	549 2/5
Apr. 25-29	5	538 1/5
May 2-6	5	584 3/5
May 9-13	5	573 1/5
May 16-20	5	546
May 23-27	5	539 2/5
May 31-June 3	4	597 1/2
June 6-10	5	540
June 13-17	5	512 3/5

Physical Training.

Supervisors, principals, teachers and pupils have all joined in making the work of the department in all schools a success.

A field day was held on June third in which representatives from the grammar grades of all the schools took part. This event was preceded by a contest in each school which stimulated much interest and competition. A cup was offered and when the scores made by the competing teams of each school were tabulated, it was found that the Watsessing School had won by a margin of two points. The cup offered for making the highest percentage in the meet was won by the Park School.

In addition to the interest stimulated in the athletic activities themselves it is believed that there was developed a spirit of fair play and of friendliness among the pupils of the various schools that paid well for all efforts made in bringing the pupils together in such a competition.

Health Crusade and Nutrition Work.

The work along health lines has been extended and emphasized and some interesting results have been obtained.

Through the co-operation of the Anti-Tuberculosis Committee of the League for Friendly Service, milk has been served in five of the schools in the middle of the morning at cost. This opportunity has been open to all pupils and has been embraced by a good many of the underweight pupils. During a part of February, all of March and three weeks in April, the records show that 6016 quarts of milk were used. Stated in terms of barrels the number would approach very closely to fifty barrels. With each glass of milk was served two crackers. When the volume of milk consumed in such a short time is taken into consideration we appreciate more fully the benefit the children received.

During the winter a visit from the Health Fairy was arranged and on June first the Jolly Jester, a health clown, paid us a visit. Both of these visitors entertained the children of the intermediate grades in a very interesting manner and imparted many useful lessons and suggestions as to what children should eat and as to how they should take care of themselves. The expenses of these innovations were paid by the Anti-Tuberculosis Committee mentioned above.

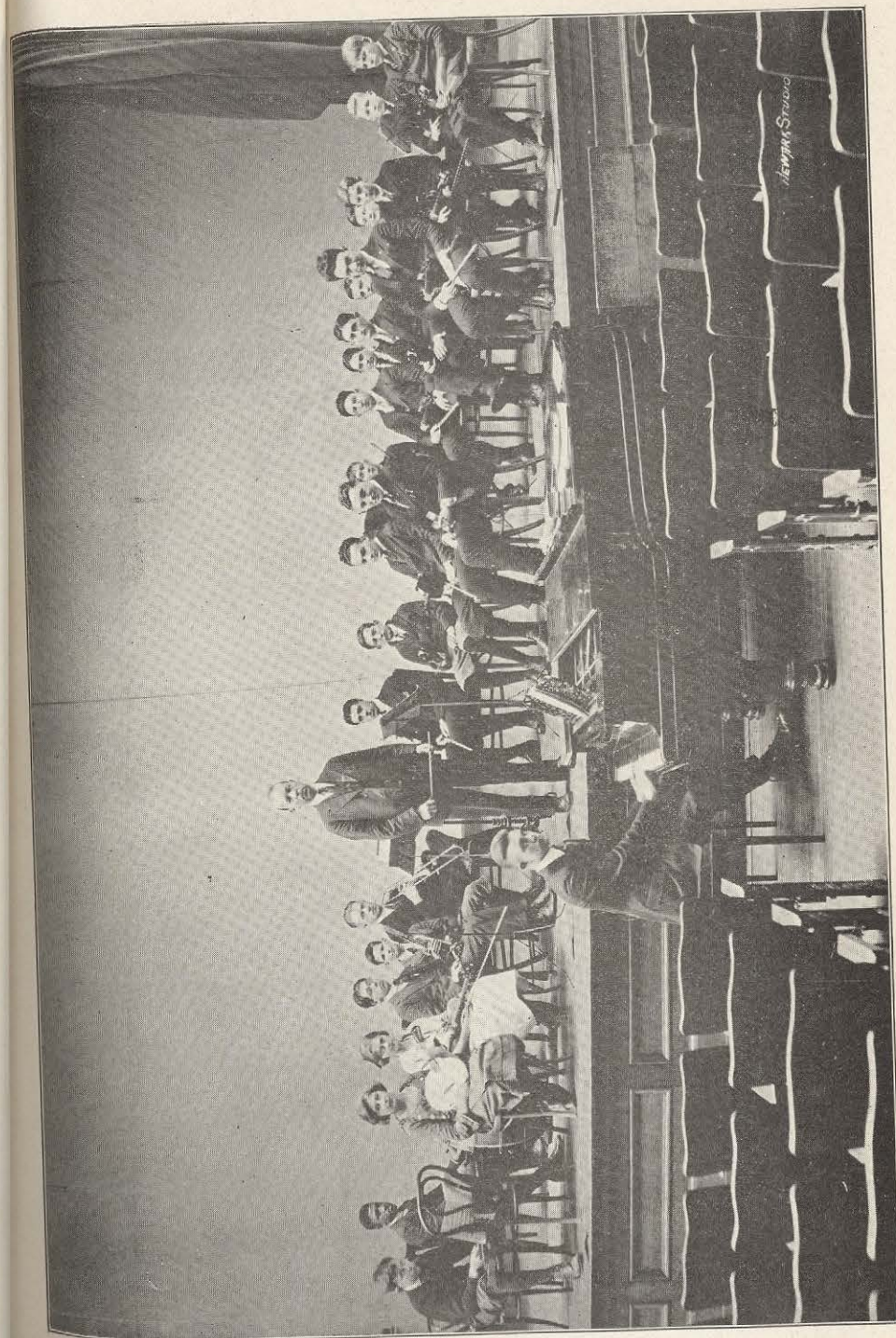
In addition to this work the same committee has provided a trained dietitian who has spent two or three days each week in organizing and conducting nutrition classes. These classes were made up of pupils who were under weight and the problem was largely one of bringing them up to normal weight. In addition to the milk treatment outlined above these classes were given instruction in the care of the body and health conservation. The gains in weight recorded are remarkable, many of them being double the usual gain under this treatment.

The report of the dietitian follows and it furnishes interesting reading:

"Nutrition work has been carried on in three of the public schools of Bloomfield—Brookside, Fairview and Berkeley. Classes have been held at the schools for one half hour each week, the fifteen minute recess period being combined with fifteen minutes of regular school work, for the class.

"The time has been spent in weighing the children and in examining individual charts. The children have been given one glass of milk and two graham crackers each, for which they paid five cents. Reasons for gain or loss in weight were discussed by children and worker. A talk was given by the worker on some special health topic, and a health story told, illustrating the talk. At the close of the period weight tags were distributed showing the gain or loss in weight since the last weighing.

"In addition to the class work, the nutrition worker has done follow-up work in the homes, explaining the work being done in the class and gaining the co-operation of the mothers. The fol-



HIGH SCHOOL ORCHESTRA.

lowing statistics show what has actually been accomplished in the three schools. Thirty-eight children who gained have averaged nearly double the normal gain for children of their age. The three children who have not gained are being referred to the school doctor or family physician for a thorough medical examination.

STATISTICS

Nutrition classes held

Place—Brookside School

Time—Fifteen Weeks

Number regular attendants	13
Number making gain	12
Number making no gain	1
Normal gain of the twelve children.....	22 pounds
Actual gain of the twelve children.....	44 pounds
Average gain of each child in 15 weeks.....	3 $\frac{2}{3}$ pounds
Gains range from	1 $\frac{1}{2}$ to 6 pounds

Place—Berkeley School

Time—Six Weeks

Number of regular attendants.....	13
Number making gain	13
Normal gain of thirteen children	10 pounds
Actual gain of thirteen children.....	26 pounds
Average gain of each child.....	2 pounds
Gains range from	$\frac{1}{2}$ to 4 $\frac{1}{4}$ pounds

Place—Fairview School

Time—Eleven Weeks

Number regular attendants	14
Number making gain	12
Number making no gain.....	2
Normal gain of twelve children.....	15
Actual gain of twelve children.....	21 $\frac{1}{2}$ pounds
Average gain of each child.....	1 $\frac{2}{5}$ pounds
Gains range from	$\frac{1}{4}$ to 3 $\frac{1}{2}$ pounds

Home Garden and Poultry Clubs.

Those attending the School Fair last fall saw some of the results of the work of the Supervisor of this department. A brief outline of the duties of this official may prove interesting and informational. During the early fall months he is busy arranging for the School Fair and doing field work. About November first he begins giving lessons on elementary agriculture in grades five to eight inclusive throughout the town.

These lessons are designed to serve as an introduction to and to lay a foundation for the practical work in gardening and poultry raising. About April first the field work which involves advice to anybody wishing it regarding pruning, spraying, gardening, etc., together with the preparation of the school garden begins. Coincident with this the work of hatching eggs for the public in the school incubators is carried on.

The Supervisor also writes practical articles on gardening which are published in the Independent Press. He gives advice concerning gardening, pruning, spraying, poultry raising, etc., to those desiring it, absolutely free of charge.

A brief report of his year's work follows:

Home Gardening and Backyard Poultry.

"The classroom work this past year consisted of lessons on Home Gardening and Poultry and the subjects chosen were those as listed in the course published in the Annual Report for 1920.

"The principle of trap-nests, garden markers, etc., was explained as well as models shown and the Manual Training Department was found very willing to co-operate with this work in having the pupils make trap-nests, etc., as a regular part of the work in manual training.

"Before beginning the work this spring, I decided to get the attitude of the parents in regard to gardening as a part time occupation for our boys and girls during the summer months. I sent out a circular letter to those parents whose children had signed a garden card. I received over 200 replies, not one of which disapproved of the work. Permit me to quote a few of these replies, which I have selected at random, and which surely show the attitude of the parents toward the subject of gardening in our schools:

"Dear Mr. Pennell: I am glad to know that my daughter Muriel will undertake gardening under your guidance. She talks with a good deal of delight of you and your work as a teacher, so that I am happy to know that you will continue to extend your good influence over her. If I can be of help in your plan, please let me know."

"Dear Mr. Pennell: I received your letter of March 24th with much pleasure, and shall be very glad to have you co-operate with my son in any way that you feel will be to his advantage. I think the work you are doing is of great help to the children and of inestimable service to our country."

"Dear Mr. Pennell: In reply to your letter of March 24th I wish to advise you that I am very glad indeed to have Helen attend the home garden course outlined by you. I believe it is the right thing to interest children in such work and I am sure Helen will like it. If anything is to be done on my part I will gladly do it."

"Dear Mr. Pennell: I acknowledge receipt of your letter and I am pleased to note that you approve of home garden work for children and that you are willing to supervise it and give instruction as to how best results can be obtained. My daughter is quite

enthusiastic on the subject and I shall be glad to have her take it up. I will assist her as I can myself, but will greatly appreciate your advice and assistance."

"Dear Mr. Pennell: I have your kind letter of the 24th, and we appreciate the help you so kindly extend in such a worthy subject. We are indeed very glad that our boy will have the benefit of your able advice and example and we will of course do everything to co-operate with him and your efforts to bring about not only the best results for the current year but help you in instilling the love for such noble work in our future citizens."

"My records now show that over 300 pupils have home gardens and these will be visited during the summer and advice given where needed. Not only will these gardens be visited, but the pupils will be given instruction in inter-cropping, thinning, etc., so that they will give the most out of their plots and if it is a case of the plants being infected, etc., they will be told what sprays are necessary to combat them and loaned a sprayer owned by our Board of Education to do the work. All pupils having home gardens or poultry are given to understand that they are to call on me at any time they are having difficulty and I have always found them very willing to do this, as also are our townspeople. My records show I received one hundred and four telephone calls for information as to various garden problems and in addition one hundred and fifty-six requests were received asking for the Supervisor to visit them to give advice on either garden or poultry problems."

"The incubators owned by the Board of Education and which have a total capacity of 1100 eggs were all operated this spring and with very good results. In the purchasing of these machines the sole object was that of further service to our pupils in giving them a means of hatching their eggs at the small price of 50 cents per setting and also enabling them to get early hatched chicks. Here again the response was splendid, for this spring I incubated a total of 3919 eggs from which were hatched 2249 chicks."

"The School Fair was held last September and was considered by many to have been the best exhibit to date, for the quality both in vegetables and poultry was far superior to other years. The pet stock exhibit far surpassed that of the previous year and of the 118 pens shown there was not one pen of mongrels among them. The birds were all exhibited in regulation show pens, which was a decided improvement over the other years when they were shown in boxes of all sizes and shapes. These pens not only added to the appearance but they gave each boy or girl an equal chance in the showing of their birds. These pens were constructed by the Manual Training Department."

"A demonstration garden will be carried on as usual at the Center School plot under the direction of the Supervisor. A variety of vegetables, together with several small plots of various cover-crops are being grown. The object is not to see how large a profit can be shown, although there has always been a good profit, but chiefly for demonstration purposes.

"A weekly article on gardening or poultry is written for the local press, and we are told these have proved helpful to a great number. I aim to not only be of help to the pupils but to the community at large in so far as my time will allow, for as the county agent serves the farmer, so should the garden teacher serve the home gardener of his community in so far as his time will allow."

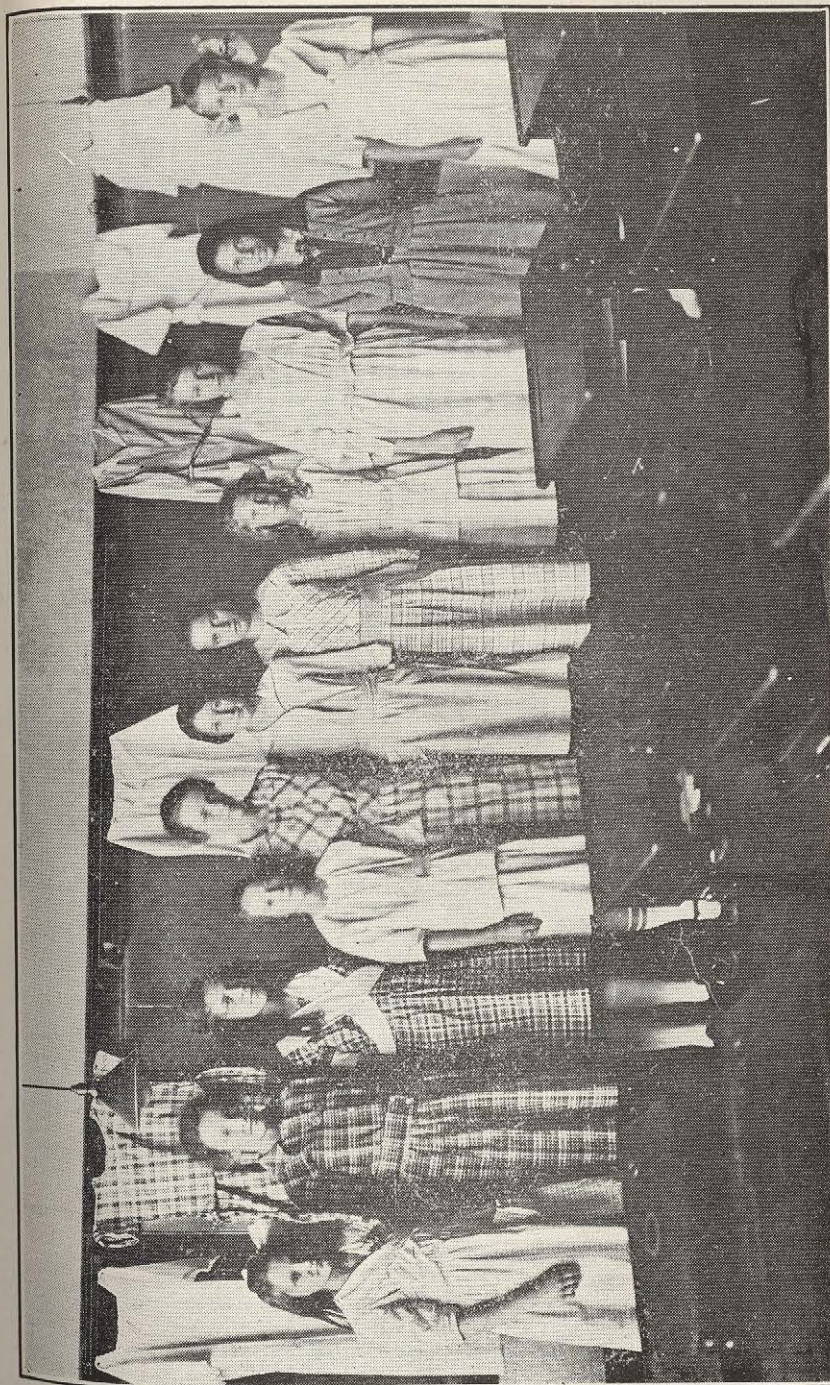
Music.

Progress has characterized the work of this department.

A renewed interest has been aroused in instrumental music and competent teachers, for a small fee, are teaching the violin to classes held in the school buildings after school. This work is done under the direction of the Supervisor of Music. The class method makes the instruction cheaper. Consequently, a large number of pupils are taking music lessons and already the school orchestras are feeling the effects of this work. They are growing larger and new orchestras are being formed. The cuts shown in this publication are arranged to illustrate the different stages through which the boy or girl who is interested in instrumental work passes. The cut of the Watsessing School orchestra represents the initial stage. The pupils are learning to play in public but most of the work done is before the school. The Park School orchestra represents the second stage of progress. This group is made up of representatives from practically all of the elementary school orchestras and it plays in the school assembly, also in public occasionally. The High School cut represents the final group. It is largely the Park group grown older and more proficient. A greater variety of instruments characterizes this section. It plays for the High School assemblies and on a number of public occasions during the year.

Special Classes.

The class for boys who are temporary misfits in the regular classes has been reorganized and effective work has been done. There seems to be a permanent need for such a class in our system and arrangements have been made for its continuance next year. There is more or less of a change in the personnel of these classes. As the boys catch up the work in which they were deficient and as they demonstrate their ability to conduct themselves properly they are transferred back to the classes from whence they came.



PUPILS OF BROOKDALE SCHOOL WEARING DRESSES MADE IN SEWING CLASS.

The work of the three retarded classes which shows to the best advantage is the hand work. The chair caning and the rug weaving stand out as the most prominent activities along this line. Some of the pupils become quite expert both as to skill and speed. Dozens of chairs have been recaned or reseatd and many rugs woven. The ability of the children to do good work has become known around the town and they are kept busy with work sent to the school.

The pupils in these classes are taught the regular elementary branches to the limit of their ability to understand.

Professional Improvement.

The usual number of new books have been added to each teacher's library. The records submitted by the principals show that a great deal of reading which has a direct bearing on the regular school work has been done. In addition to this a good percentage of the teachers have been taking courses in University extension work and several attended summer school classes during the summer of 1920. When we add to these facts the statement that there were thirty teachers enrolled in the class studying standard measurements, which has been referred to in a previous paragraph, we seem fully justified in concluding that our teachers are holding their own in the matter of professional improvement.

Thrift.

On June 27th the report from the Bloomfield Savings Institution showed the amount of savings for the year in each school in which a stamp machine had been installed to be as follows:

Fairview	\$ 985.60
Brookside	834.36
Berkeley	829.45
Watsessing	653.80
Park	322.72
Center	314.95
High	76.59

Total amount saved\$4,017.47

Athletics.

Our athletic teams have worked hard and have made good records. The football team was awarded the championship in Class B of the Northern New Jersey High School League.

The basketball team won a large percentage of the games played and the baseball team lost but two games during the season. The track team has attended two or three meets and has made a creditable showing.

The girls' basketball team also did hard work and reflected credit on the school.

In developing all athletic sports the aim of the coaches has been to develop true sportsmanship and this means playing the game according to the rules in a perfectly fair and square manner.

Medical Inspection.

The school law and the rules of the State Board of Education define quite clearly the duties of the medical inspector. These regulations were made several years ago and did not anticipate very fully some of the more recent developments along health lines. However, there has been a fine spirit of co-operation existing between the Medical Inspector, the school nurses, the physical training teachers and those who represented the health work and the Health Crusade. As a consequence, we can report a very satisfactory year's work along all these lines.

Gifts and Prizes.

The following gifts should be noted and our thanks expressed to the donors:

A gold medal from the Newark Alumni of the Rensselaer Polytechnic Institute of Troy, N. Y., to be awarded to the male member of the graduating class attaining the highest average in mathematics and science combined.

A cash prize from the High School Latin Club for the best record in Latin during the High School course.

A cash prize from the Faculty of the Bloomfield High School Science Department for the best record in Science during the High School course.

A cash prize from the Eucleian Fund for the best record in English during the High School course.

Books for the High School library have been presented by the following people: Mr. Benjamin Haskell, Major J. O. Wambold and Miss Mary G. Oakes.

A piece of statuary was presented to the High School by Mrs. Pliny Boyd.

A bookcase was presented to the High School by Mr. Benjamin Haskell.

Addresses.

The following addresses were given before the High School pupils during the year:

September 30, 1920—"Art," Rev. Frank Kovac.

November 11, 1920—"Armistice Day," Rev. Edgar M. Compton.

February 8, 1921—"Bolshevism in Russia and Its Menace to the United States," Capt. Hugh S. Martin.

March 29, 1921—"Business Value of High Standing in School," Prof. Henry Schauffler.

March 29, 1921—"Electrical Engineering," Mr. Robert B. Ely.

April 12, 1921—"Honesty in Advertising," Mr. William P. Green.

April 21, 1921—"Leprosy Under Stars and Stripes," Mr. William P. Dauner.

April 25, 1921—"Chemistry Demonstrations," Dr. A. B. Hegeman.

May 18, 1921—"Patriotism," Adjutant Harry W. Farrington.

May 23, 1921—"Chemistry," Mr. Perry Moore.

May 31, 1921—"Red Cross Work," Miss E. E. Pearce.

On October 19th, a piano recital was given by Professor Angelo Patricolo before the pupils of High School.

On December 14th, 1920, and January 11th, 1921, violin solos were given in the assembly by Tony Sanambrogia.

On May 17th, 1921, the Paterson High School Orchestra gave a concert under the direction of the leader, Mr. George J. Steinmetz.

In closing, I wish to extend my thanks for the whole-souled co-operation given me by supervisors, principals and teachers in conducting the work of the schools. I wish also to thank the members of the Board of Education most heartily for their kindly and sympathetic consideration and support.

REPORT OF THE SUPERVISOR OF ELEMENTARY GRADES

Mr. George Morris, Superintendent of Schools,

DEAR SIR: It is difficult to adequately make a comprehensive report of my school work during the year. So many factors and various subjects are involved that it is a problem to include all salient points. In a general sense there is much sameness of procedure in classroom work, yet standing out prominently are certain facts which will be doubtless of vital interest to you.

Marked progress has been evident in many grades. In others, although the progress could not be so definitely determined, there surely has been conscientious effort put forth to attain the goal for which a standard has been set.

Kindergarten.

Before touching on the larger field of work, that can be measured more definitely, the kindergarten department deserves a word of praise. Here a wonderful work is done for the little child. Entrusted to the kindergarten teacher is the great responsibility of starting the boys and girls in such a way that there are developed habits of right conduct, obedience, co-operative work and kindness to all creatures. Day by day, she patiently and untiringly brings these messages to the children in such a happy way that there is created a love and desire for school work. Here, too, the love for good music and literature is started, which doubtless will cling to the child all his life.

Primary and Grammar Departments.

In the primary and grammar departments evident tangible progress in class studies can be shown by the results of Educational Tests and Measurements given in various subjects. Although as a school system we are up to the given standard of achievement, we are far from satisfied. Nevertheless, one cannot help but feel gratified that on the whole our standings compare favorably with other large systems. Thus, we will take heart and forge ahead for still better results the ensuing year.

The following are facts gleaned from measurements in the different subjects where the tests were given.

Spelling.

In December, words were selected from the lists in the Ayres Spelling Scale. This scale is comprised of the 1,000 commonest words in every day use, so arranged as to show norms of spelling ability in all the grades from the second through the eighth. In April an equivalent test was given.



SCHOOL FAIR—POSTER PRIZES.

These tests stimulated the activities of the pupils and gave an incentive for work by arousing a healthy desire to compete with one's own record, also to pass the Standard set by the Ayres Scale, and thus incidentally helped to bring the entire class to a record achievement.

COMPARISON CHART

Spelling				
	Grades—V	VI	VII	VIII
BLOOMFIELD	86	89.6	89	90
Ayres Standard of Achievement—All Grammar Grades—78.9.				
Data obtained from five cities in New Jersey:				
Cities—				
A	55.4	60	68	89
B	71.1	62.2	80	89.5
C	44	56	56	85
D	43	50	48.3	81.7
E	57	63	61	86
Data obtained from a large city in—				
Ohio	75	78	76	80
Oregon	87	87	82	86
Montana	85	75	76	89
Massachusetts	72	68	73	75

One of our Bloomfield teachers said: "One of the best ways of acquainting the child with the knowledge of where he stands in spelling ability in comparison with standards set for his grade and his own class median, is by means of standardized tests. Charting the results of these tests invariably arouses the pupil's interest. Thus the teacher's greatest problem is solved. The charting of results also aids the teacher in diagnosing individual troubles. As soon as the child's interest is awakened he undoubtedly tries to bring his spelling up to the highest possible mark."

Arithmetic.

The results of the Measurements in Arithmetic are given in **your** report. These tests were most helpful to locate wherein greater effort of each pupil should be placed. Besides this, they created a class pride to "go over the top" in every test.

Reading.

The teachers are not only working hard to get good oral reading but every effort is put forth to make the work not "words, words, words," but thought culling from the printed page.

The problem of measuring the results in reading differs in many respects from that of arithmetic or spelling. In arithmetic or spelling the pupil's response is either right or wrong, but in reading, particularly silent reading for the reproduction of thought, it is not clearly defined.

The pupils of grades three to six were given Monroe's Standardized Silent Reading tests. It measured the comprehension score, or the pupil's ability to understand what he read, and the speed or number of words read per minute.

We found, with few exceptions, the pupil who read the most rapidly read the most comprehensively. As a school system in the comprehension score, we had only gained a trifle over the standard set by Monroe, while in the rate or speed for reading we exceeded the standard by eighteen points.

One factor that enters into the matter of comprehension is that the foreign-born children or those whose parents do not speak English, may read words very readily but are slower in grasping the meaning. It is harder to train them to grasp word groups in their entirety and to train the eye to pick up large groups.

SILENT READING CHART

	Bloomfield's Comprehension Score	Monroe's Standard	Bloomfield's Rate, or Speed Score	Monroe's Standard
All Schools—				
Grade 6A	23.8	21	103.6	92
" 6B	20.5	20	108.8	88
" 5A	18	20	110.5	93
" 5B	18.1	19	105	89
" 4A	14.8	14.5	102	80
" 4B	13	13	82.7	73
" 3A	12.4	9	82	60
Average Median....	17.2	16.2	99.2	82.1

Penmanship.

Tests in handwriting were given in several grades, but only in Grade 5B were the results tabulated for the entire system.

In order to secure material that could be produced under conditions as nearly uniform as possible, the first three sentences of Lincoln's Gettysburg address were used. Before the tests were given the children studied and practiced so that they could copy the selection without distraction. On the day of the test they were asked to write as much as possible in exactly two minutes.

Specimens of handwriting were collected from all the 5B Grades in the system and scored by one person. The measuring was done by comparing the handwriting of each child with the score sheet issued by the Division of Education of the Russell Sage Foundation which consisted of samples of handwriting progressively arranged and with assigned values from twenty to ninety points.

In order to measure the quality of any given handwriting, all that is necessary is to slide the child's paper along the scale

until one finds a writing similar in quality,—the number at the top of the scale represents the value of the writing being measured.

The method used by the person who scored the Fifth Grade papers was:

First, to compare each child's paper with the Ayres Scale, "Gettysburg Edition," and mark the value on the back of each specimen.

Second, to sort into separate piles the sample of each child's work, putting the papers which she judged to be graded according to the distribution score of the Ayres scale, which were grouped in values from twenty to ninety, in each standard group, then marking the second score on the reverse side of the paper.

Third, to sort and compare all papers in each standard group with each other. If the two scores on the reverse side of the paper did not agree with the third rating, these papers were re-rated and the average found.

To determine the speed in handwriting was comparatively a simple matter, as the rate or speed was designated in figures after each word on the standard scale.

The following table will be of interest:

MEDIAN SCORES—AYRES HANDWRITING SCALE— GETTYSBURG EDITION. ALL 5B GRADES IN THE SYSTEM.

	Median Quality	Speed—Number of words per minute
Bloomfield—March	47.3	58.2
May	52.4	59.5
Gain	5.1	1.3
Ayres standard for Quality, 50; for Speed, 64.		
Data from other School Systems:		
Fifty-six Cities	50.5	59.1
Iowa Schools	49.1	65.5
Cleveland Schools	45	60

To quote from the Acting Director of the Municipal Civil Service Commission of New York: "I find that the Municipal Civil Service Commission of New York ordinarily uses the standard of 70 per cent. as a passing grade in handwriting, but for positions where handwriting is a special requirement the standard is sometimes set at 75 per cent."

The Ayres scale for measuring the quality of handwriting, which measurement was used in our findings, shows that the ratings of 70 per cent. and 75 per cent., as given by the Commission, correspond respectively to scores 40 and 50 of the Ayres Scale.

The effects of the Educational Tests in all the subjects has been most salutary on the classroom procedure. Teachers and

principals have been interested and as a result have attacked the problem in a cheerful and progressive spirit. They have made for their classrooms charts which are very effective in visualizing the progress of each pupil and of the grade as a whole, also locating very graphically particular problems to be mastered.

Above all subject attainment stands pre-eminently the training our teachers are seeking to give our boys and girls in inculcating right habits of work, of thought and of action, so that they will become respected citizens.

In closing I wish to express my appreciation of your sympathy, kindly help and advice, also to thank the supervisors, principals and teachers for their splendid spirit of co-operation.

Respectfully submitted,

IDA E. ROBINSON,
Supervisor of Elementary Grades.

REPORT OF DIRECTOR OF DRAWING

Mr. George Morris, Superintendent of Schools,

DEAR SIR: The work in drawing for the past year has proceeded along the usual lines, being adapted to the age, ability and interest of the pupils.

In the lower grades the children have made toy furniture, Christmas gifts, villages, etc., which illustrate their daily work and other vital interests. They have made cuttings of animals, flowers, children, etc., and illustrated their stories in crayon and colored paper, thus increasing their interest and developing the love of nature in all its forms. They have learned something of the facts, appearance and decoration of form. In the upper grades they have constructed and decorated useful portfolios, albums, writing cases, waste baskets, etc., in this way making their work of practical value.

The work in color in the lower grades leads up to its practical application in applied design, interior decoration and costume design in the higher grades and high school, where the pupils have an opportunity to exercise their good taste and acquire standards by which they can select with greater intelligence and appreciation the things they use and wear. An exhibit of the results of the high school classes in costume, applied design and basketry was held in the Jarvie Library during the last week of June.

In September, 1920, we held a poster exhibit in connection with the School Fair, giving prizes in all grades for the best shown. This poster work seems to have been successful both in stimulating interest in the Fair and in raising the standard of work along this line.

A few changes are being made this year in the course of study as to problems and methods of carrying them out, but we feel that the sequence of work from grade to grade and the principles taught in each have worked out in quite satisfactory results.

I wish at this time to express my appreciation for the co-operation of the principals and teachers who have helped to make the work a success throughout the past year.

Respectfully submitted,

E. RUTH PALMER,
Director of Drawing.

REPORT OF DIRECTOR OF SHOP WORK

Mr. George Morris, Superintendent of Schools,

DEAR SIR: The work in Manual Training for the past year has been planned to give the student a thorough training in the principles of woodworking and mechanical drawing. There have been some changes from the work of previous years in an attempt to make the work more practical and of greater benefit to the individual student.

In the fourth grade the work consisted of coping saw work and toy making. With this work we have introduced painting, water colors being used, and splendid results have been obtained. Beginning with the fifth grade and continuing through the seventh grade the student followed a well planned course in woodwork, embracing the elementary principles of construction, the proper use and care of tools, and various methods of finishing, as well as the study of different kinds of wood, methods of obtaining lumber, drying, etc. The models constructed were:

Desk Calendar	5B GRADE	Toy Airplane
Clothes Cleat		Puzzle
	5A GRADE	
Tie Rack	Weather Vane and Wind Wheel	Tea Stand
	6B GRADE	
Card Rack	Ink Stand	Coat Hanger
	6A GRADE	
Book Rack	Plant Box	Button Box
	7B GRADE	
	Bird Houses	
1. Blue Bird		3. Chickadee
2. House Finch		4. Wren
	Bud Vase	
	7A Grade	

Foot Stool—Upholstered in Leather or Caned.
Making of Various Joints.

In the fourth grade the student spends forty-five minutes per week in the shop, from the fifth to the seventh grade one hour per week, and above the seventh grade one and one-half hours per week. At the end of each period ten minutes is given to theory and asking and answering of questions. Much enthusiasm was shown in the construction of various types of bird houses, and splendid results obtained with the use of twigs, bark, etc. Great interest was shown in the study and discussion of birds, as most of the houses were reported as being occupied.

In the eighth grades the work was planned to meet the needs of the individual student so far as possible. The boy chose work which interested him, worked out his own problems and used his own ideas with the assistance of his instructor. Models constructed in the eighth grade included:

Taborets	Umbrella Stands	Book Racks
Telephone Tables	Electric Lamps	Wall Racks
Foot-stools	Child Swings	Trap Nests
Leg Rests	Costumers	Feed Hoppers
Bulletin Boards	Blacking Boxes	Markers

The work in the High School included furniture design and construction, wood turning, and carpentry. Desks, tables, lamps, book cases, wireless outfits, medicine cabinets, costumers' pedestals, etc., were made.

In the grades considerable repair work has been done in the buildings by the students, such as repairing cabinets, doors, chairs, tables, making bulletin boards, window boxes, picture frames, dictionary stands, etc.

In the High School twenty-eight poultry show pens for fair exhibits have been built, four large cabinets completed, a bulletin board, four filing cabinets, jumping poles for each school, and picture frames made. Considerable repair work has also been done, and curtains placed over the auditorium sky lights.

Splendid results have been obtained in Mechanical Drawing. This course was arranged to give the student a thorough training in the principles of mechanical drawing and general drafting-room practice, embracing the use of instruments, lettering, principles of projection, truncations, intersections, developments, cabinet drawing, isometric drawing, machine detail and assembled drawing, free hand sketching, orthographic drawing, tracing, and blue printing.

Respectfully submitted,

ALBERT F. KOEHLER,

Director of Shop Work.

REPORT OF DIRECTOR OF HOUSEHOLD ARTS

Mr. George Morris, Superintendent of Schools,

DEAR SIR: The year just closing has been one without interruptions, so far as the work in the elementary schools is concerned. This has made it possible to follow out the regular course of study, which we have tried to make practical and suited to the needs of the girls. The School Fair has proved an incentive to many of the girls to apply at home the principles learned in school and to show the results of their work in competition with girls from the rest of Bloomfield.

It may prove of interest to cite a few cases showing the practical application of our work in the lives and homes of the pupils. After having their lessons in bread making at Park School, some of the girls always begin making bread at home and continue to do so while they have the time. Reports frequently come to us of the pleasure this gives their families. A little girl at Watsessing School took home a collar she had been making in her Fifth Grade work. Her mother liked it so well that she made a dress to go with it, the little girl made cuffs and a vest to match the collar and then wore the dress to school. Special mention should be made this year of the Seventh Grade girls at Brookdale, who, having finished their regular sewing work, asked to be allowed to make dresses for themselves. This they have done very nicely, some of them even making two.

The work at the High School has been seriously interfered with by the establishment of a lunch room in the kitchen. This has made it necessary to give up the regular cooking classes. A class in cooking held after school hours in the Park School kitchen has not proved satisfactory. The sewing classes have grown very small, owing partly to lack of time for instruction on the part of the Director. Seven of the girls in the January senior class made their own Class Day dresses, but none of the girls in the June class are doing it. The tenth and eleventh year work, however, is quite satisfactory.

Respectfully submitted,

CLARA E. SCHAUFFLER,
Director, Household Arts.



SCHOOL FAIR—WINNER OF THE MAYOR'S PRIZE FOR THE GREATEST VARIETY
OF VEGETABLES.

REPORT OF SUPERVISOR OF MUSIC

Mr. George Morris, Superintendent of Schools,

DEAR SIR: The music department can safely report continued interest and renewed ambition in all of its branches.

The Progressive Music Course which was started about two years ago has been followed carefully. All grades have been brought up to the required standard of work, the third reader now being used in the sixth and seventh grades, and the fourth reader in the eighth grades.

Special songs are assigned each month for all primary and grammar grade assemblies, the same new songs being used in all the schools, thereby making a uniform plan of work in music in all the grades. A large number of new songs has been added to the repertoire this year.

A new feature of school music work has been organized and is meeting with great success. Violin classes have been formed in all of the schools, each pupil paying a small fee for each lesson, which is given once a week after the regular school hours.

Three special violin teachers were engaged for this work which is done under the supervision of the Supervisor of Music. Over one hundred children have taken advantage of these classes which will be reorganized at the beginning of each term when new pupils may start. As a result of these violin classes new orchestras have been started in some of the schools and those already in existence have been enlarged. Watsessing School orchestra leads with a membership of 25, Fairview orchestra is second with 18 members, and new orchestras have been organized at Brookside and Berkeley Schools. The enthusiastic playing of these orchestras helps considerably with the marching and adds to the spirit of the assemblies and general school life.

The High School Choral Class numbers about one hundred voices with the usual difficulty of securing boys' voices. It has a program ready for a concert to be given in the near future and it gave four numbers at each Commencement.

A semi-chorus of girls' voices selected from the Choral Class also receives special drill each week and sings some three-part songs. The High School Orchestra doubled its numbers during the last term and some new instruments are coming in. This organization meets three times a week, twice for assembly playing and once for rehearsal. Credit is given for this work which acts as an incentive as well as giving encouragement. Another new active society was formed this year in the High School called the Music Club. This is a student governed affair formed for the study of musical appreciation and the development of pub-

lic appearance. The members of the club study composers of the different periods and each takes a part in playing or singing in club meetings or in public.

At Christmas a selected chorus from the grammar grades of all the schools joined together for a Christmas Sing of Carols, the gallery in the auditorium of the High School being opened to the public. This event was much enjoyed by all present.

Respectfully submitted,

S. FREDERICK SMITH,
Supervisor of Music.

REPORT OF SUPERVISOR OF PHYSICAL TRAINING

Mr. George Morris, Superintendent of Schools,

DEAR SIR: I herewith submit the annual report as Supervisor of Physical Training.

One-half hour daily is given to physical training, divided into a morning and an afternoon period. One of the objects of the work is to relieve the unnatural habit enforced upon children of sitting in one seat for long periods.

In the first two grades, the physical education period is given entirely to play, i. e., story, rhythm, plays, and games. Beginning with the third grade, the time is equally divided between formal gymnastics and play. In the seventh and eighth grades, boys and girls should be divided—the former engage in athletics and the latter in folk dancing and other activities. As yet we have been unable to make this division so the boys and girls of Park School spend their period playing vigorous games together.

Whenever possible exercises are taken out of doors. When they are held indoors the windows are wide open.

The formal gymnastics have three objects:

1. The educational effect of quick response to command.
2. The corrective value of training in neuro-muscular control and good posture habits, through insistence upon right form of work.
3. The hygienic value of rapid successive contractions of large group muscles and deep breathing, assisting the functional power of vital organs.

Mass athletics have been added this year. These are organized so that all children are brought into activity rather than specializing on teams and individuals. Each child is given a chance to engage in athletic competition that not only gives healthful exercise, but enables him to help toward the final score. This has been done by having an athletic meet in every school and a final general meet of all the schools.

In closing I will say it would be interesting to form an athletic association in the grammar schools and thus arrange for inter-school competition in the different sports.

Respectfully submitted,

PAULINE HATCH,
Supervisor of Physical Training.

REPORT OF MEDICAL INSPECTOR

Mr. George Morris, Superintendent of Schools,

DEAR SIR: Before making the annual report of the medical inspection of the Bloomfield Schools, I wish to take this opportunity to thank the school nurses for their able assistance and for the splendid co-operation and harmony in which the work was conducted.

I also wish to extend my appreciation to the Anti-Tuberculosis Committee for their support in establishing the milk stations in the several schools and for the aid of the nutrition class teacher for the underweight children.

The work of examining the school children commenced in October 1920 and was practically completed in January 1921. At that time all abnormal conditions were referred for correction. I must state, however, that more support or co-operation is desired from the parents as in several instances conditions found were pure neglect. Twenty-five per cent. of our school children had defective teeth and a like percentage suffered from some sort of throat complication, and in this day of oral hygiene such should not be the case. Other defects were more promptly attended to with many gratifying results.

The contagious element which is usually so rampant among school children was at a low ebb this past year, due mainly to the co-operation of principals, teachers and nurses. In all we had 204 contagious cases excluded from our schools and at no time was it necessary to quarantine a school or fumigate an entire building.

A practice was established of scrubbing and scouring all desks of contagious pupils and fumigating the one room immediately. It can be readily seen that out of about 4300 pupils, 204 contagious cases was a very small percentage and when we take into consideration that this number includes measles, mumps, scarlet fever, diphtheria and whooping cough it is a remarkable record. I cannot say whether the attendance records were more satisfactory the past school year or not but I am certain there was a general attendance of 90 per cent. which gives a high mark to surpass if possible next year.

The weighing and measuring, a new feature, was established in the schools and the gains and losses noted. We found many cases of malnutrition among the younger children and for that reason milk stations and nutrition classes were thought of and later carried out.

During February through the Anti-Tuberculosis Committee milk was distributed to Brookside, Fairview, Center, Berkeley and Carteret Schools. The milk was recommended for all pupils

but particularly for the underweight children. In some schools we had many under nourished youngsters and it was for these children nutrition classes were established. The results were remarkable in many instances and quite uniform in average.

A card system was used for the weekly gain or loss and home visiting was done in all cases. Bloomfield, I believe, is one of the first communities in the United States to establish nutrition classes and great credit is due the director of these classes for her energy and ability.

Very little trouble was experienced in the matter of vaccination and revaccination.

Several children were recommended for state control and one or two children were sent to out of town schools for special work.

The school buildings with but few exceptions were fine examples of cleanliness throughout the entire year.

Respectfully submitted,

ARTHUR G. PILCH, M.D.

REPORT OF SCHOOL NURSES

Total number of schools inspected	10
Visits made to homes	880
Treatments given in schools	693
Visits of nurse to dispensaries	64

DEPARTMENT OF SCHOOL HYGIENE— PHYSICALLY DEFECTIVE.

Defective vision—	
Number of cases reported	245
Secured glasses	100
Consulted Optician	45
Promise to consult Optician	54
Disapprove of treatment	20
Left school	8
Eyelids, B.M.—	
Number of cases reported	36
Cases treated	18
Promise to consult Physician	7
Disapprove of treatment	10
Enlarged tonsils—	
Number of cases reported	1098
Operations	116
Consulted Physician	176
Promise to consult Physician	376
Disapprove of treatment	140
Left school	39
Nasal obstruction—	
Number of cases reported	289
Operations	67
Consulted Physician	84
Promise to consult Physician	68
Disapprove of treatment	48
Left school	9
Defective teeth—	
Number of cases reported	1022
Treated and improved	226
Treated and cured	180
Promise to consult Dentist	296
Disapprove of treatment	67
Left school	24
Defective hearing—	
Number of cases reported	38
Consulted Physician	11
Improved	11
Promise to consult Physician	5
Disapprove of treatment	2
Left school	2
Enlarged cervical glands—	
Number of cases reported	46
Operation	7
Cases treated	8
Consulted Physician	13
Promise to consult Physician	10
Left school	5

Orthopedic defect—	
Number of cases reported	10
Cases treated	9
Anemia—	
Number of cases reported	4
Cases treated	2
Consulted Physician	1
Promise to consult Physician	1
Cases of exclusion—	
Excluded by School Nurse	543
Suspected Mumps	29
“ Whooping Cough	26
“ Measles	26
“ Chicken-pox	34
Suspicious throats	11
Skin condition	30
Conjunctivitis	89
Pediculosis Capita	276
Children referred to Clinics—	
Eye, Ear, Nose and Throat	125
Dental Clinic	91
Orthopedic Clinic	10

Respectfully submitted,

MAE GAHAGAN,
MARY G. McGOVERN,
School Nurses.

SCHOOL ENROLLMENT

DAY SCHOOLS.

Net Enrollments 1920-1921.

No. 1. High School	515
No. 2. Berkeley School	661
No. 3. Brookside School	646
No. 4. Center School	463
No. 5. Brookdale School	164
No. 6. Carteret School	250
No. 7. Fairview School	556
No. 8. Watsessing School	583
No. 9. Park School	442
No. 10. Opportunity School	21
<hr/>	
Total	4301

ENROLLMENT BY YEARS.

1890	1008	1908	2629
1893	1161	1909	2688
1896	1382	1910	2751
1897	1477	1911	2966
1898	1643	1912	3174
1899	1678	1913	3372
1900	1760	1914	3550
1901	1774	1915	3738
1902	1972	1916	3933
1903	2102	1917	3962
1904	2153	1918	4290
1905	2247	1919	4307
1906	2425	1920	4372
1907	2562	1921	4301

DAYS' ATTENDANCE.

1902	244,000
1903	264,000
1904	288,000
1905	308,000
1906	337,900
1907	350,000
1908	371,000
1909	380,000
1910	392,000
1911	431,000
1912	455,000
1913	489,000
1914	521,000
1915	552,000
1916	579,000
1917	591,000
1918	585,000
1919	633,000
1920	611,000
1921	654,000

EVENING SCHOOLS.

Net Enrollment 1904-1905.....	211	Total Attendance.....	2,673
Net Enrollment 1905-1906.....	232	Total Attendance.....	4,369
Net Enrollment 1906-1907.....	273	Total Attendance.....	5,076
Net Enrollment 1907-1908.....	268	Total Attendance.....	5,225
Net Enrollment 1908-1909.....	285	Total Attendance.....	7,405
Net Enrollment 1909-1910.....	284	Total Attendance.....	7,671
Net Enrollment 1910-1911.....	309	Total Attendance.....	7,087
Net Enrollment 1911-1912.....	321	Total Attendance.....	6,565
Net Enrollment 1912-1913.....	409	Total Attendance.....	10,436
Net Enrollment 1913-1914.....	461	Total Attendance.....	11,470½
Net Enrollment 1914-1915.....	462	Total Attendance.....	11,829
Net Enrollment 1915-1916.....	496	Total Attendance.....	13,139
Net Enrollment 1916-1917.....	383	Total Attendance.....	10,182
Net Enrollment 1917-1918.....	380	Total Attendance.....	10,121
Net Enrollment 1918-1919.....	301	Total Attendance.....	6,031
Net Enrollment 1919-1920.....	322	Total Attendance.....	7,033
Net Enrollment 1920-1921.....	480	Total Attendance.....	11,086

FINANCIAL STATEMENT

Bloomfield, N. J., July 1, 1921.

To the Board of Education:

Gentlemen: I herewith submit the annual Financial Statement for the school year ending June 30th, 1921:

RECEIPTS

Balances, July 1st, 1920, as follows:

Current Expenses	\$ 586 74	
Manual Training	103 14	
School Libraries	94 09	
Repairs to Buildings	34 02	
		\$ 817 99
Received from State, Current Expenses.....	\$103,629 70	
" " Town, " "	189,447 00	
" " Town, Repairs to Buildings, etc....	11,950 00	
" " State, Manual Training	3,927 49	
" " Town, Manual Training	5,000 00	
" " State, Manual Training Account,		
1919-20	441 63	
" " State, Library	100 00	
" " Town, Library	400 00	
" " Town, Teachers' Bonus	42,755.00	
" " Town, Lot adjoining Center School	6,200 00	
		363,850 82
Received from other sources:		
Tuition	\$ 1,985 00	
Interest on deposits	458 94	
Miscellaneous receipts	2,942 92	
		5,386 86
Total Receipts and Balances		\$370,055 67

DISBURSEMENTS

Current Expenses

Teachers' Salaries (Day and Evening).....	\$212 150 54
Teachers' Bonuses	40,282 09
Janitors' Salaries (Day and Evening)	17,461 00
Fuel	18,974 56
Transportation	1,775 50
Tuition	700 00
Salary Secretary of Superintendent and Expenses	
Superintendent's Office	1,623 27
Text Books	7,929 79
School Supplies	12,381 94
Apparatus	1,801 42
Janitors' Supplies	2,400 55
Water, Light and Power	8,298 04
Medical Inspection and School Nurses	3,556 37
Attendance Officer—Salary and Supplies.....	504 00
Salary, Secretary Board of Education—All Other	
Expenses	1,234 69

Insurance	1,867 79
Wages, Other Employees	2,644 01
Telephone Service and Incidental Expenses.....	1,749 84
Town of Bloomfield—Advances on R. R. money due	909 22
	\$338,244 62

MANUAL TRAINING

Teachers' Salaries	\$ 7,531 85
Material and Supplies	2,128 74
Repairs and Replacements	27 65
	9,688 24

SCHOOL LIBRARIES

Library Books	583 90
---------------------	--------

BUILDINGS

Repairs and Equipment	\$ 11,454 40
Leasing School Rooms	480 00
	11,934 40

PURCHASE OF LAND

Lot adjoining Center School	6,200 00
-----------------------------------	----------

BALANCES IN HANDS OF CUSTODIAN

Current Expenses	\$ 3,344 70
Library	10 19
Building	49 62
	3,404 51

Total Expenditures and Balances on Hand.....	\$370,055 67
--	--------------

Respectfully submitted,

EDGAR S. STOVER, Secretary.

RULES AND REGULATIONS

Elementary Schools, 8:45 to 12:00 M.
1:15 to 3:15 P. M.

Morning Recess 10 minutes.

Kindergartens, 8:45 to 11:20 A. M.
1:15 to 2:30 P. M.

High School, 8:15 to 1:30 P. M.

School doors open 20 minutes before the school sessions begin and close 30 minutes after school is dismissed in the afternoon. From December 1 to March 30, the buildings are open during the noon hours.

The Superintendent of Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon personal business of any kind.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are to be present at school 20 minutes before school opens and 30 minutes after school closes.

Teachers may visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent on account of sickness two days in the year without deduction of compensation.

Teachers who have been in the Bloomfield School system in active service for a period of five years or more and who are kept from attending to their regular school duties on account of personal illness shall receive their full salary for a period of sixty (60) school days in any one year contingent upon presentation of a satisfactory certificate from a practising physician.

Claims for the regular two days' allowance for personal illness, or any part thereof, must be presented in writing to the Secretary of the Board of Education at or before the end of each month in which absence occurred.

Full deduction of salary is to be made for absence for reasons other than personal illness or death in the immediate family.



SCHOOL FAIR—GIRL WINNER TOWN IMPROVEMENT ASSOCIATION PRIZE FOR THE GREATEST VARIETY OF EXHIBITS.

Full pay will be deducted for absence occurring on the day before or the day following any vacation period, except as provided for above.

All claims regarding absences must be presented in writing within one week from the date of the teacher's return to school.

Special cases may be referred to the Board of Education.

The compensation of substitutes is \$4.00 per school day in Grades I to VIII, also in the Kindergarten, and \$5.00 in Grades IX to XII.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in these schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals should visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Tuition for non-residents shall be as follows:

High School, \$75 per year.

Grammar Grades, \$40 per year.

Primary Grades, \$20 per year.

JANITORS

- To be in building at 7 A. M., or as much earlier as may be necessary to have the building ready for school, and to remain as long as there are teachers or pupils in the building, except that a janitor shall not be requested to remain later than six o'clock. The lunch period of the janitor will be arranged with the principal.
- To take charge of the buildings during noon hour except when otherwise arranged with the principal.
- To leave the buildings during school hours only with consent of the principals.
- To sweep every room and hall every afternoon.
- To empty all waste baskets every day.
- To dust every room every morning before 8:30.
- To clean thoroughly every blackboard once a week.
- To clean every window inside and out three times each year.
- To rake the yards and to keep them clean.
- To keep the lawns mowed.
- To clear the sidewalks immediately after snowfall.
- To fill all inkwells once a week and to clean them every fourth Saturday.
- To visit each building in the care of the heating as late at night and as early in the morning as is found necessary to get the rooms heated properly before the opening of school.
- To report pupils to principals for discipline when necessary.
- To allow no pupils in or about the buildings until 20 minutes before the opening of school and after school has been closed for a half hour, unless accompanied by teachers, except in cases of extreme cold or storm and except when games are being conducted on the basketball courts.
- To allow no loitering of pupils or others in groups about the grounds at any time, but to allow playing as instructed by the principal.
- In bad weather the janitors may open the doors twenty minutes earlier than the usual time.
- To make repairs at the request of principals.
- To report all needed supplies to the principals in good season.
- In addition to observing the above duties a janitor is at all times to consider himself under the general direction of the Principal of the building and the Superintendent of Schools.

CALENDAR FOR 1921-1922

FIRST TERM:

Begins Wednesday, September 7, 1921.
Ends Friday, December 23, 1921.

SECOND TERM:

Begins Tuesday, January 3, 1922.
Ends Friday, April 7, 1922.

THIRD TERM:

Begins Monday, April 17, 1922.
Ends Friday, June 23, 1922.

LIST OF GRADUATES

HIGH SCHOOL—JANUARY 28, 1921.

Harold Brotherhood	Evelyn G. Gahs
James Clifford Brown	Marjorie E. Graecen
Fred A. Cadmus	Aileen Griffin
David M. Causbrook	Helen Mae Heinz
Ralph A. Dean	Margaret Jenkins
William Fish	Helen Kirby
Walter J. Glaeser	Jeannette McCroddan
Robert Anderson Hague	Emily Matlach
Junior Hawthorne	Catherine M. Meyer
Henry C. Hildebrandt	Stephanie Van Brakle Morris
Robert F. Hummel	Virginia Price
William Dorwarth Pursley	Dorothy Roake
Roy Schneider	Estelle J. Seibert
Archibald Thomas	Mary Sheldon
Ralph Thompson	Eleanor Jeanne Simmons
Freda M. Baldwin	Marjorie Cairne Stone
Florence M. Bleecker	Grace Esther Stover
Vera Bluemner	Dorothy Amelia Taylor
Mary E. Bowker	Frances Alma Teall
Grace Mansfield Demarest	Margaret Elizabeth Teall
Muriel Demarest	Ruth Udall
Thelma Fedde	Mabel Veille Whigam

CERTIFICATES.

Florence Bell	Mildred Price
Dorothy Dale	Helen Marie Lauffer

HONOR PUPILS.

Robert A. Hague	Muriel Demarest
Fred A. Cadmus	Margaret E. Teall
	Mary Sheldon

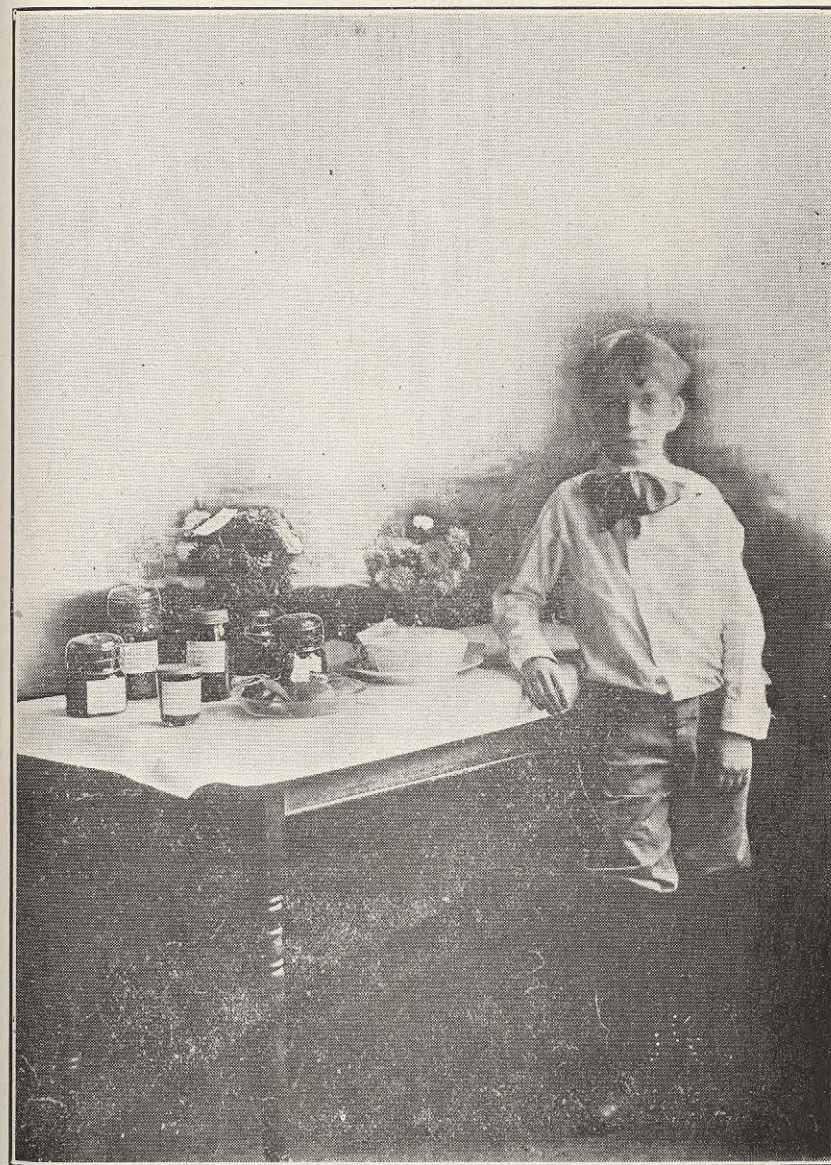
HIGH SCHOOL—JUNE 23, 1921.

Thomas Brady	Odin S. Thulander
Robert S. Carpenter	Arnold Ernest Weichert, Jr.
John A. Clark	Howard James Whittaker
Arthur E. Curren	George F. Worthington, Jr.
George K. Dahl	Bessie Myra Armstrong
Joseph A. Delissa	Ruth A. Binzen
Robert Gregg Hepburn	Dorothy Butler Corle
James A. Hitchcock	Alice Ruth Dalzell
Erwin Hock	Mabel Helen Henry
Raymond Lawrence Hopkins	Virginia Mary Higgins
Charles Arthur Johnson	Alberta Elizabeth Hughes
Robert R. Pilch	Ethel M. Jones
Lester Moore Richard	Dorothy F. Mulligan
Hans Otto Siepermann	Elizabeth Marcelle Raisbeck
Joseph Slifkin	M. Antoinette Schindler
Herbert Stone Soutar	Ella Marie Sulc

Frances Tucker

CERTIFICATE.

William F. Caldwell



SCHOOL FAIR—BOY WINNER TOWN IMPROVEMENT ASSOCIATION PRIZE FOR THE GREATEST VARIETY OF EXHIBITS.

HONOR PUPILS.

Alberta Elizabeth Hughes
 Lester Moore Richard Mabel Helen Henry
 M. Antoinette Schindler Ella Marie Sulc

HIGH SCHOOL PUPILS HAVING PERFECT ATTENDANCE RECORD FOR THE YEAR 1920-1921.

Evelyn Anderson	Myrtle Hollenback
Elsie Anthony	Alice Ingalls
William Anthony	Florence James
Mildred Balg	Charles Johnson
Evelyn Blair	Ethel Jones
Ford Bogart	Helen Kallenberg
Elizabeth Bowne	Frederick Kramer
William Branch	Dorothy Meeker
Estelle Brink	Horace Meeker
Margaret Brozat	Joseph Mercurio
Mary Carlucci	Caroline Million
William Carlucci	Joseph Obrieter
Kenneth Catlin	William Porzer
Ruth Crampton	Wilber Roake
George Dahl	Marion Schulthess
Steward Daland	Herbert Soutar
Arline Dodson	Margaret Speiden
Anna Mae Edwards	Ethel Stockton
Janet Ellor	William Sutherland
Paul Farro	Gertrude Tate
Howard Gibson	Gertrude Taylor
Marie Hall	Charles Weiss
Jennie Harrison	Oliver Wilcox
Virginia Higgins	Charles Zalenski
	Mamie Zalenski

HIGH SCHOOL GRADUATES BY YEARS

Year	Diplomas	Year	Diplomas	Year	Diplomas
1876	11	1892	12	1908	18
1877	5	1893	18	1909	25
1878	5	1894	10	1910	14
1879	2	1895	15	1911	20
1880	No record	1896	12	1912	30
1881	No record	1897	8	1913	36
1882	No record	1898	8	1914	57
1883	6	1899	12	1915	56
1884	12	1900	9	1916	47
1885	8	1901	18	1917	53
1886	4	1902	13	1918	63
1887	13	1903	15	1919	53
1888	9	1904	17	1920	63
1889	10	1905	10	1921	77
1890	6	1906	19		
1891	15	1907	17		

PARK SCHOOL—JANUARY 27, 1921.

V. Beatrice Allen	Frederick Kramer
Frieda C. Abend	Albert J. Lender
Elsie E. Anthony	Andrew Lindley
Eric W. Berg	Mary E. Lock
Beatrice E. Bennett	Richard C. Luke
Ford A. Bogart	George Lutz
J. Pauline Bolten	Mary Lubin
Alma F. Bowser	Sabina Macher
Evelyn C. Blair	Carl E. Martini
Robert R. Blunt	Horace G. Meeker
Francis Branigan	Frank Mencik
Dorothy M. Bradley	Edward M. Mertz
Constance V. Brady	Evelyn C. Moritz
Margaret A. Brozat	Walter H. McCormick
Carl W. Bush	Jeannette B. Nichthauser
Angelyn L. Burrows	Catherine O'Neil
William T. Carswell	Henry J. Otto
Mervyn E. Colclough	Orville Orr
Rose L. Cooper	William H. Porzer
Stuart G. Daland	Elmer R. Platz
Helen A. Decker	Elsie J. Prantel
Edith R. Dyal	Ida S. Raisbeck
James M. Dunn	Virginia Roake
E. Janet Ellor	Eleanor F. Roberts
Ruth M. Ellor	Linnea Rudine
Elizabeth H. Edwards	Elizabeth Sant Ambrogio
Hugh W. Eadie	Marie I. Schmidt
Nils A. Ericson	John Scott
Dorothy M. Faurot	Wilbur Schrieber
Abraham Felber	Helen M. Senior
Edith L. Foster	Burgess A. Smith, Jr.
George W. Fornoff, Jr.	Vernon C. Sohner
Carolina L. Fuller	Leroy F. Spangenberg
Eunice F. Garvin	Gladys F. Stephens
Ruth R. Garlock	Esther Stier
Amy M. Greene	Mary C. Strazza
Joseph N. Greene, Jr.	Eva E. Stawicke
Morris B. Goldstein	Clara E. Sulc
Edwin L. Helwig	Gertrude A. Tate
Wesley T. Heuther	Ethel M. Uhri
Carrie E. Hetzel	Veera C. Upton
Ernest A. Hendricksen	Isabelle M. Usher
Agnes F. Hendrickson	Lillian A. Van Wickel
Julia Hendrickson	Howard Van Tassel
David Hilowitz	Anastazyia B. Wachowicz
Genevieve M. Holmes	Marianne H. Welker
Elizabeth K. Hold	E. Frank Winkler
Frances C. Jaeger	Robert E. Woodworth
Ethel M. Jenkins	Annetta M. Whelan
Ethel M. Johnston	Archie J. Wykes, Jr.
William Kerlin	Stanley J. Zavistowski
J. Theodore Koch	Jack A. Zawanski
Hilda Klemm	Wallace S. Zawicki

HONOR ROLL.

Ruth R. Garlock	Watsessing
(Honor Pupil of Class)	
Horace G. Meeker	Berkeley
Ida S. Raisbeck	Fairview
Gladys F. Stephens	Brookside
Virginia Roake	Center
Clara Sulc	Brookdale

PARK SCHOOL—JUNE 23, 1921.

Frank J. Abramowitz	Loretta C. Kenney
Lillian C. Anderson	Florence A. Kelly
Frank M. Allan	Joseph E. Kuczenski
Harry Arnold, Jr.	Raymond A. Kievit
E. Keturak Angstadt	Helen O. Kaufmann
Pauline Alber	Helen E. Kinkel
Rebecca Braune	George S. Kern
Mary F. Bearens	Ida Kronbitter
Evelyn M. Bogart	Grace M. Laterette
Dorothy K. Baumler	Elias B. Lord
Marian E. Boughton	Kathleen J. Mills
Esther E. Browne	C. Fredrick Mertz
C. Durand Bartlett, Jr.	Harry A. Myers
Howard D. Biddulph	Beatrice A. Mayo
Harry L. Brand, Jr.	Charles F. Meyer, Jr.
Gladys F. Benjamin	Annette E. Muelchi
Anna M. Caruso	Alexander MacGillivray
Anna H. Cummings	Gladys M. O'Neil
Charles L. Cole	Helen M. Post
Ernest F. Chance	Caroline E. Pieper
John B. Collard	Joseph F. Pulchlopeck
William E. Corby	Cortlandt W. Quimby
Constance R. Cornwell	Lucy J. Russo
Frank H. Chapin	Howard E. Riggan
Harry S. Cox, Jr.	Ralph A. Robbins
Kathryn S. Clark	John B. Ruvo
Edmond J. Conroy	Ruth J. Ratcliffe
Helen H. Dimmick	Edna H. Ready
Walter R. Dafter	Florence E. Sandrue
Harry L. Darnstaedt	Leonard M. Schwalm
Maria P. De Gennaro	Sadie Silverman
B. Mildred Dann	Mary H. Smith
Hilda Dirner	Leonard H. Snyder
Florence E. Downs	Louise C. Scheurer
Aurie N. Dunlap	Helena R. Slawinski
Walter Eisenbach	Howard F. Stockman
Marjorie Emerson	Edith A. Tappan
Louise A. Evangelist	Elizabeth Thomas
Harold N. Edden	Leopold E. Thron
Katie Felber	Kenneth J. Tidaback
Ruth L. Franke	Robert J. Folley
Mary J. Fairweather	Mabel L. Folley
Philip B. Fredericks	Elmer H. Treutwein
Wilhelmina C. Hildebrandt	Robert C. Turnbull

Elmer C. Helwig
John Hemeleski
Dorothy A. Hart
Mildred R. Hibberd
Josephine Hall
Laverna I. Harlan
Alice Hartje
Marion H. Helme
Charles W. Hanna
Walter H. Hassenmayer
Dorothy R. Heuslein
Norman A. Heyl

Robert H. Van Doren
John B. Valese
Elizabeth Van Wagoner
Ruth M. Warrin
Lillian C. Wadsten
Frances R. Walton
Edgar P. Weidle
Bella Winnik
Charles A. Werner
Caroline M. Wolf
Virginia C. Young
Helen F. Zawistowski

Girls wearing dresses made in Sewing Class.

HONOR ROLL

Annette Muelchie	Watsessing
(Honor Pupil of the Class)	
George Kern	Berkeley
Frank Abramowitz	Brookside
Ida Kronbitter	Brookdale
Aurie Dunlap	Fairview
Caroline Wolf	Center

PARK SCHOOL PUPILS HAVING PERFECT ATTENDANCE RECORD FOR THE YEAR 1920-1921.

Fred Mertz
Harry Darnstadt
Charles Cole
Elias Lord
Joseph Pulchlopeck
Henry Demmert
Harry Myers
Charles Meyer
Robert Tolley
Leopold Thron
Edgar Weidle
Carl Ask
George Courter
Albert Egan
Howard Kopf
Robert O'Breiter
John F. Shaul
Alfred Smith
Herbert Scarholm
Wallace Lott
Edwin Barmore
Edgar Mitchell
Alen Brannigan
Theodore Chandler
Leo Cieslinski
Lewis Hutchings
Wanda Cieslinski
Caroline Hopper
Helen Courter

Wilhelmina Hildebrandt
Florence Kelly
Dorothy Hart
Mary Smith
Francis Walton
Helena Slawinski
Hazel Taylor
Gladys Leonard
Josephine Hall
Virginia Young
Hilda Dirner
Annette Muelchi
Helen Zawistowski
Ruth McKee
Catherine Fairweather
Mary Moten
Jessica Ratcliffe
Irma Ellor
Lillian Garrabrاندt
Anita Owen
Helen Weiss
Helen Morgan
Selma Weidle
Mildred Laird
Allen Carey
Alma Sempf
Mildred Stumpf
Hattie Belle Weim
Ruth Kymer

ELEMENTARY PUPILS HAVING PERFECT ATTENDANCE RECORD FOR THE YEAR 1920-1921

BERKELEY SCHOOL

Donald Harkey	Helen Speiden
Katherine Hildebrandt	Harriet Simmons
Leona Ellor	Julia Simmons
Kenneth Garrabrاندt	Anna Lindley
Beatrice Kramer	Kenneth Robertson
Thadea Plambeck	Donald Leith

BROOKSIDE SCHOOL

Joseph Carlucci	George Mitchell
Earl Courter	Myrtle Nordstrom
Anna Hagar	Victor Nordstrom
George Hagar	Clifford Patterson
Edna Holmes	John Peterson
Harold Holmes	Rudolph Sengebusch
Howard Jaeger	Stanley Skornpski
Eva Kamienski	George Timko
Jennie Kosloski	Alicia Waskiewicz
Emil Mencik	George Young

CENTER SCHOOL

Emma Louise Shaul	Edith McKee
Florence Virginia Wilson	William Corey Von Rhein
Grace L. Newport	John William Gist
Grace Alberta Terhune	Hope Lent
Donald Terhune	Malcomn Freeman
Anna Frofig	

BROOKDALE SCHOOL.

De Lores Grogan	Nelson Marzloff
Henrietta Van Den Henvil	Ralph Marzloff
Arthur Darling	Charles Bender
George Grogan	Arthur Garrabrاندt
Arthur Newman	Katherine Taylor
Henry Taylor	Alice Campbell
Ellen Haines	Freda Aue

CARTERET SCHOOL.

Alvera Aramondo	James Marchione
Samuel Aramondo	Trevor Ricci
Angelo Falcone	David Ricci
Frank Galieto	Rosalina Spatcher
Samuel Galieto	

FAIRVIEW SCHOOL.

Ellis Bennington	Edmund Sanok
Eileene Breuche	Kenneth Schulthess
Florence Balmforth	Paul Smith
Margaret Durborau	Ruth Tuttle
Donald Handy	John Tuttle
Edward Lender	Mildred Weiss

Howard Meyer
Stanley Miannecki
Anna Milbank

Ellen Williams
Stanely Zawanski
Stanford Baldwin

WATSESSING SCHOOL

John Bellamy
May Griffen
Manuel Schafer
Ernest Dangle
Gladys Mitten

Priscilla Linnett
Angelina Dedonato
Theresa De Lorenzo
John Leonard
Alverta Brotherhood

Roland Nims

TEACHERS, 1920-1921.

HIGH SCHOOL—No. 1.

(Broad Street and Belleville Avenue.)

Edgar S. Stover	Vice-Principal
Anne M. Smith	English
Clara E. Robinson	English
Alpheus D. Crosby	English and Elocution
Katherine Williams	Library and English
Ralph E. Kunkle	English, History, Arithmetic
Fern A. Dickerson	Science and English
Genevieve Crissey	Spanish and English
Elsa D. Schubert	Algebra and French
Angeline C. Heartz	French
Edson J. Lawrence	Latin
Maude C. Gay	Latin
James P. Haupin	Mathematics
Harry R. Koehler	Mathematics
Olive M. Terhune	Mathematics
Fred L. Andrus	Mathematics and English
Jessie M. De Hart	Science
Robert L. Matz	History and Economics
Jerome C. Salsbury	History and Civics
Orton R. Smiley	Science
Otto J. Walrath	Science
Thomas W. Noel	Commercial
Marie J. Terrott	Commercial
Harry T. Thorpe	Commercial
Edith C. Russell	Gymnasium
William L. Foley	Commercial and Gymnasium
Ruth A. Decker	Teacher Clerk

BERKELEY SCHOOL—No. 2.

(Bloomfield Avenue.)

James R. Floyd	Principal
Eva A. Adair	Seventh Grade
F. Annette Whitney	Sixth Grade
Elizabeth Beaty Dwelle	Sixth Grade
Stella M. Sheets	Fifth Grade
Beatrice I. Loughlin	Fifth Grade
A. May Van Sickle	Fourth Grade
Edna E. Roy	Fourth Grade

Gladys R. Barry	Third Grade
Mary E. Murphy	Second Grade
Helen M. Booth	Second Grade
Doris F. Hamilton	Second Grade
Viola W. Davison	First Grade
Flora T. Dann	First Grade
Mildred M. Nicholson	Connecting Class
Hazel C. Brown	Connecting Class
Norma A. Moore	Kindergarten

BROOKSIDE SCHOOL—No. 3.

(Essex Avenue and Baldwin Street.)

L. Arvilla Martin	Principal
Laura B. Cort	Sixth Grade
Wilhelmina J. Kentner	Sixth Grade
Edith M. Albinson	Fifth Grade
Mary A. Woodbury	Fifth Grade
Mabel G. Padgham	Fourth Grade
Jessie M. Doolittle	Fourth Grade
Grace R. Fisk	Third Grade
Olive G. Williams	Third Grade
Mildred A. Raemsch	Second Grade
Ruth M. Kimball	Second Grade
Margaret S. Rodgers	First Grade
Charlotte A. Koehler	First Grade
Anna Feist	Kindergarten
Jeanette M. Higgins	Kindergarten
Olga B. Atchison	Opportunity Class

CENTER SCHOOL—No. 4.

(Liberty Street.)

Elizabeth Otis	Principal
Grace P. Rissler	Sixth Grade
Emma E. Stevenson	Sixth Grade
Clara A. Cruikshank	Fifth Grade
Helen F. Brady	Fifth Grade
Florence Svenson	Fourth Grade
Dorothy L. Clinton	Third Grade
Mary E. Lawrence	Third Grade
Emily Benoit	Second Grade
Grace C. Chandler	Second Grade
Ruth G. Thomson	First Grade
Stella H. Smith	First Grade
Jessie L. Morse	Kindergarten
Alice E. Bailey	Kindergarten

BROOKDALE SCHOOL—No. 5.

(Upper Broad Street.)

Harry W. Katerman	Principal and Seventh Grade
Jennie V. Chinnick	Fifth and Sixth Grade
Ethel P. Stevens	Third and Fourth Grade
Hazel K. Morris	First and Second Grade
Helen Klinefelter	Kindergarten

CARTERET SCHOOL—No. 6.
(Grove Street.)

Charles V. Wolverton	Principal
Beatrice B. Wainwright	Fifth and Sixth Grade
Minnie B. Aue	Fourth Grade
Gertrude P. Laufer	Third Grade
Edna M. Gillin	Second Grade
Ruth E. Carpenter	First Grade
Vera C. Lamb	First Grade
Eleanor J. Durr	Kindergarten
Ruth M. Leonard	Kindergarten

FAIRVIEW SCHOOL—No. 7.
(Montgomery Street.)

Fred S. Bush	Sixth Grade
Elizabeth A. Sterling	Sixth Grade
Lucy A. Beatty	Sixth Grade
Mabel Ackroyd	Fifth Grade
Ruth Ashbey	Fifth Grade
Alice F. Bleecker	Fourth Grade
Marie F. Fisher	Fourth Grade
Frances B. Giblin	Third Grade
Helen M. Goeke	Third Grade
Beatrice M. Wood	Second Grade
Mabel E. Race	Second Grade
Leona M. Smith	First Grade
Kate B. Haupin	First Grade
Leona E. West	First Grade
Ruth V. Pratt	Kindergarten
Lena G. Forgy	Kindergarten

WATSESSING SCHOOL—No. 8.
(Prospect Street.)

Anna S. Agnew	Principal
Martha C. Raub	Seventh Grade
Elizabeth A. Terry	Sixth Grade
Caroline M. Bliven	Sixth Grade
E. May Colfax	Fifth Grade
M. Mildred Wyker	Fifth Grade
Isabel F. Lindsay	Fourth Grade
Charlotte M. Quimby	Fourth Grade
Marie Biggart	Third Grade
Mabel E. Deuel	Third Grade
Ruth E. Struble	Second Grade
Dorothy G. Bond	Second Grade
M. Estelle Dodd	First Grade
Elizabeth Datsman	First Grade
Madeline Noll	First Grade
Helen A. Morris	Kindergarten
Nellie V. Harvey	Kindergarten

PARK SCHOOL—No. 9.
(Belleville Avenue, near Broad Street.)

Joseph C. Wilson	Principal
Mabel A. White	Eighth Grade
Grace E. Jones	Eighth Grade
Edith L. Beatty	Eighth Grade
Mabelle C. Howard	Eighth Grade

Anna Van Dyke	Eighth Grade
Ruby Ann Lorence	Music—Eighth Grade
Delaphine Keeler	Eighth Grade
Fred H. Beckmeyer	Eighth Grade
Ruthaileen Gifford	Seventh Grade
Mary J. Sloat	Seventh Grade
Katherine A. Drake	Seventh Grade
Max Klein	Seventh Grade
Adelaide M. Reeder	Seventh Grade
Jane M. Dunlap	Seventh Grade

OPPORTUNITY SCHOOL.
(279 Glenwood Avenue.)

Maude L. Tuller	Special Class
Janet Duym	Special Class

SUPERVISORS.

Ida E. Robinson	Elementary Grades
Pauline Hatch	Physical Training, Elementary Grades
S. Frederick Smith	Music
A. Gartside Pennell	Agriculture

ART DEPARTMENT.

E. Ruth Palmer	Director
Anna P. Thomas	Assistant
Lorena E. Babbitt	Assistant
Anna M. Croll	Assistant

HOUSEHOLD ARTS DEPARTMENT.

Clara E. Schauffer	Director
Clara N. Sutton	Assistant
Bertha G. Drisko	Assistant

MANUAL TRAINING DEPARTMENT.

Albert F. Koehler	Director
Vivian H. Cady	Assistant
Michael Frate	Assistant
Marvin Christie	Assistant

MEDICAL INSPECTION.

Dr. Arthur G. Pilch	Medical Inspector
Mae Gahagan	School Nurse
Mary G. McGovern	School Nurse

SECRETARY TO SUPERINTENDENT.

Jennie R. Weller.

ATTENDANCE OFFICER.

Frank Zeidler.

JANITORS.

No. 1. High School	C. E. Conner
No. 2. Berkeley	Alexander Yasko
No. 3. Brookside	Joseph Gurney
No. 4. Center	J. G. Martini
No. 5. Brookdale	Wm. Sempier
No. 6. Carteret	Jessie Catlon
No. 7. Fairview	Victor Zawicki
No. 8. Watsessing	Moses Bender
No. 9. Park	John Krueger

BLOOMFIELD PUBLIC SCHOOL BOOK LIST

TEXT-BOOKS FOR ELEMENTARY GRADES.

1921-1922.

Readers:

The Standard Literature Series	Newson & Co.
Stories of the Red Children	Educational Publishing Co.
Treasure Island	D. C. Heath & Co.
Sure Pop and the Safety Scouts	World Book Co.
Peters and Brumbaugh Reader Series	Christopher Sower Co.
Safety First for Little Folks.....	Chas. Scribner's Sons
Story Steps	Silver, Burdett & Co.
Arlo, B. and E. Cobb	Hammert & Co.
Progressive Road to Reading Series.....	Silver, Burdett & Co.
Sunbonnet Babies	Rand & McNally
Overall Boys	Rand & McNally
King Arthur and His Knights	Rand & McNally
Robin Hood and His Merry Men	Rand & McNally
Hiawatha Primer	Houghton, Mifflin Co.
The Summer's Reader Series	Lloyd-Noble-Adams
The Dutch Twins	Houghton, Mifflin Co.
Baldwin and Bender Reader Series.....	American Book Co.
Peter and Polly Series	American Book Co.
Dramatic Reader for Lower Grades.....	American Book Co.
Dramatic Reader for Grammar Grades.....	American Book Co.
Story-Hour Reader Series	American Book Co.
A Child's Robinson Crusoe	Beckley-Cardy Co.
Elson—School Reader Series	Scott-Foresman Co.
Riverside Literature Series.....	Houghton, Mifflin Co.
Otis' Colonial Series	American Book Co.
Work-a-Day Doings on the Farm.....	American Book Co.
Horace Mann Reader Series.....	Longman's Green & Co.
Kipling Reader Series	Appleton Co.
Our Country's Call to Service.....	Scott-Foresman Co.
Peter Pan	Silver, Burdett & Co.
Nature's Children	Houghton, Mifflin Co.
Bolenius Reader Series	Houghton, Mifflin Co.
The Early Cave Men	Rand & McNally
Story of Hiawatha	Educational Publishing Co.
Kendall Reader Series	D. C. Heath & Co.
A Watcher in the Woods	Century Co.
A Man Without a Country	F. A. Owen & Co.
Bunny Rabbitt's Diary Reader	Little-Brown & Co.
Hide and Seek in Forest Land	Appleton & Co.
New Barnes Reader Series.....	A. S. Barnes & Co.
Standard Classic Reader Series.....	Educational Pub. Co.
The Children's Method Reader Series.....	Hinds, Hayden & Eldredge Co.
The Silent Reader Series.....	John C. Winston Co.
Travels of Birds	Appleton & Company
Happy Jack	Little, Brown & Company
Little Boy Blue and His Friends.....	Little, Brown & Company
Wheeler's Graded Literature Series.....	W. H. Wheeler & Co.

Writing Books:

Palmer System of Writing	A. N. Palmer Co.
Lister's Muscular Movement Writing.....	The Macmillan Company

Arithmetic:

Complete Business Arithmetic.....	American Book Co.
Brook's Mental Arithmetic.....	Christopher Sower Co.
Milne Standard	American Book Co.
Hamilton's School Arithmetic Series.....	American Book Co.
The Anderson Arithmetic	Silver, Burdett & Co.

English:

Higher Lessons in English.....	Charles E. Merrill Co.
Progressive Composition Lesson Series.....	Silver, Burdett & Co.
English Composition	Henry Holt & Co.
Hyde Series	D. C. Heath & Co.
Essentials in English	American Book Co.
Everyday English Composition	American Book Co.

Spellers:

Barnes' New Spellers	A. F. Barnes
Richards' Grammar Grades Speller	D. C. Heath & Co.
Essentials of Spelling	American Book Co.

Geography:

Practical Exercises in Geography	Silver, Burdett & Co.
Home Geography for Primary Grades.....	Educational Publishing Co.
Brigham & McFarlane—Essentials of Geography Series,	

	American Book Co.
Deane's Geography of New Jersey.....	Silver, Burdett & Co.
Morris' Industrial and Commercial Geography.....	Lippincott
Haaren's First Notions of Geography.....	D. C. Heath & Co.
Home and World Series.....	The Macmillan Co.
A Brief Geography of Europe.....	Hinds, Hayden & Eldridge
Carpenter's Geographical Readers.....	American Book Co.
Carroll's Around the World Series.....	Silver, Burdett & Co.
Winslow's Geographical Series.....	D. C. Heath & Co.

History:

Barnes Elementary	American Book Co.
Montgomery's Leading Facts	Ginn & Co.
Thwaites & Kendall—History of the United States,	

	Houghton, Mifflin Co.
Bourne & Benton—Introduction to American History,	

	D. C. Heath & Co.
Our Ancestors in Europe	Silver, Burdett & Co.
Builders of Our Country	Appleton & Co.
Our United States	Silver, Burdett & Co.
Otis' Colonial Series	American Book Co.

Civics:

Dunn's Community and the Citizen.....	D. C. Heath & Co.
Nida's City, State and Nation	The Macmillan Co.
Our Community Civics	J. C. Winston Co.

Outlines:

Pupils' Outlines for Home Study.....	Jennings Publishing Co.
--------------------------------------	-------------------------

Bookkeeping:

Metropolitan System of Bookkeeping.....	Metropolitan Book Co.
Primary Bookkeeping Sets	Ellis Publishing Co.

Physiology and Hygiene:

Conn's Series	Silver, Burdett & Co.
---------------------	-----------------------

Dictionary:

Webster's	American Book Co.
Concise Standard	Funk & Wagnalls Co.
Winston's Simplified	J. C. Winston Co.

Singing Books:	
Brewer Collection of Songs	Brewer Co.
Gaynor Song Book	John Church Co.
Progressive Music Series	Silver, Burdett & Co.
Latin:	
The First Year of Latin—Gunnison	Silver, Burdett & Co.
Algebra:	
Gilbert & Sullivan's Practical Lessons in Algebra.....	The Macmillan Co.
Hall & Knight's Algebra for Beginners.....	The Macmillan Co.

HIGH SCHOOL TEXTS, 1921-1922.

English:	
Halleck's History of English Literature.....	American Book Co.
Halleck's History of American Literature.....	American Book Co.
Painter's Introduction to American Literature.....	Sibley & Co.
Halleck's American Literature.....	American Book Co.
From Chaucer to Arnold	The Macmillan Co.
Practical English for High School by Lewis & Hosi,	
	American Book Co.
Brooks' English Composition I and II.....	American Book Co.
Woolley's Handbook of Composition.....	D. C. Heath & Co.
Chew's Practical High School Speller.....	Allyn & Bacon Co.
Oregon Trail	Ginn & Co.
Quentin Durward	Ginn & Co.
Silas Marner	The Macmillan Co.
Odyssey	Merrill & Co.
Sir Roger de Coverly Papers	Sanborn & Co.
Heydrick's Types of the Short Story.....	Scott-Foresman & Co.
Franklin's Autobiography	The Macmillan Co.
Burke's Speech on Conciliation	Longmans & Co.
Gauss' Democracy To-day	Scott-Foresman Co.
Macaulay's Life of Johnson	D. C. Heath & Co.
Carlyle's Essay on Burns	Sanborn & Co.
Irving's Life of Goldsmith	Ginn & Co.
Selections from Lincoln	Longman's & Co.
Washington's Farewell Address and Webster's Bunker Hill	
Oration	American Book Co.
Julius Caesar	H. Holt & Co.
Macbeth	Merrill & Co.
Merchant of Venice	Merrill & Co.
Midsummer Night's Dream	Silver, Burdett & Co.
As You Like It	H. Holt & Co.
Arnold's Sorab and Rustum	Longmans, Green & Co.
Milton's Minor Poems	The Macmillan Co.
Robert Browning's Poems	H. Holt & Co.
Goldsmith's Deserted Village	The Macmillan Co.
Coleridge's Ancient Mariner	Sibley & Co.
Idyls of the King	Ginn & Co.
Democracy To-day	Scott-Foresman Co.
French Texts:	
Fraser & Squair's French Grammar	Ginn & Co.
Aldrich & Foster's Elementary French	Ginn & Co.
Marique & Gilson's French Composition	Ginn & Co.
Bruce's Grammaire Francaise	D. C. Heath & Co.
Snow and Lebon's Easy French	D. C. Heath & Co.
Simple French by Francois & Giroud	H. Holt & Co.

Short Stories for Oral French by Ballard	Scribner & Sons
Merimee's Colomba	D. C. Heath & Co.
Racine's Esther	D. C. Heath & Co.
Hugo's La Chute	D. C. Heath & Co.
La Cigale chez les Fourmis	American Book Co.
La Poudre aux Leux	American Book Co.
L'Abbe Constantin	H. Holt & Co.
Le Siege de Paris	D. C. Heath & Co.
Conscrit de 1813	H. Holt & Co.
Le Bourgeois Gentilhomme	Ginn & Co.
Pecheur de Island	Ginn & Co.
Le Voyage de Monsieur Perrichon	H. Holt & Co.
Latin:	
Janes and Jenks' Bellum Helveticum	Scott-Foresman Co.
D'Ooge's Cicero	Sanborn & Co.
Knapp's Virgil	Ginn & Co.
Allen and Greenough's Latin Grammar	Ginn & Co.
Barss' Latin Prose	D. C. Heath & Co.
Bennett's Latin Grammar	Allyn & Bacon
Gunnison and Harley's Caesar	Silver, Burdett & Co.
Place's Beginning Latin	American Book Co.
French:	
Aldrich & Foster's Elementary French	Ginn & Co.
Bourgeois Gentilhomme	Ginn & Co.
Snow and Lebon's Easy French	D. C. Heath & Co.
Francois' Introductory French Composition.....	American Book Co.
Esther	D. C. Heath & Co.
Ballard's Short Stories	Scribner's
Marique and Gibson's French Composition	Ginn & Co.
Fraser and Squair's French Grammar	D. C. Heath & Co.
Bruce's Grammaire Francaise	D. C. Heath & Co.
Francois et Giroud's Simple French	H. Holt & Co.
Merimee's Colomba	H. Holt & Co.
Francois' Advanced Prose Composition	American Book Co.
Dumas' La Fulike Noire	D. C. Heath & Co.
Cornille's La Cid	D. C. Heath & Co.
Lotis' Le Pechaur d'Island	Ginn & Co.
Spanish:	
De Vitis' Spanish Grammar	Allyn & Bacon
Hall's All-Spanish Method	World Book Co.
Alarcon's Novelas Cortes	Ginn & Co.
Waxman's A Trip to South America	D. C. Heath & Co.
Spanish Commercial Correspondence	D. C. Heath & Co.
El Espanol Commercial	M. D. Berlitz
Elementos de Espanol	B. H. Sanborn & Co.
History:	
Webster's Early European History, Part I.....	D. C. Heath & Co.
Essentials of European History, Knowlton and Howell,	
	Longman & Co.
Muzzey's American History	Ginn & Co.
Magruder's American Government	Allyn & Bacon
Ashley's New Civics	The Macmillan Co.
Elementary Economics, by Ely and Wickler.....	The Macmillan Co.
Mathematics:	
Milne's Standard Algebra	American Book Co.
Wells' Algebra for Secondary Schools.....	D. C. Heath & Co.

Stone-Millis Plane Geometry	Sanborn & Co.
Wentworth-Smith Plane and Solid Geometry.....	Ginn & Co.
Wentworth Plane and Solid Geometry.....	Ginn & Co.
Granville's Trigonometry	Ginn & Co.
Wells' College Algebra	D. C. Heath & Co.
Science:	
Hunter's Civic Biology	American Book Co.
First Course in Physics by Milliken and Gale.....	Ginn & Co.
Lynde's Physics of the Household	The Macmillan Co.
Newell's General Chemistry and Manual	D. C. Heath & Co.
Chemistry of Common Things, by Brownlee and Others.....	Allyn & Bacon
Newell's Chemistry	D. C. Heath & Co.
Milliken and Gale's Physics	Ginn & Co.
Lynde's Physics of the Household	The Macmillan Co.
Smith & Van Buskirk, Science of Every Day Life,	
	Houghton, Mifflin Co.
Commercial Text:	
Complete Accountant	Powers & Lyons
Budget System	Powers & Lyons
Modern Illustrative Bookkeeping	American Book Co.
Expert Typewriting, by Fritz-Eldridge.....	American Book Co.
Rational Typewriting by Cutler and Sorelle.....	Gregg Publishing Co.
Pitman's Shorthand	Pitman & Sons
Sign of the Four	Pitman & Sons
Rowe's Commercial Law	H. M. Rowe & Co.
Van Tuyl's Commercial Arithmetic.....	American Book Co.
Brigham's Commercial Geography	Ginn & Co.
Elements of Economics, by Burch and Nearing.....	The Macmillan Co.
Business English, by Hotchkiss and Drew.....	American Book Co.
Words, by Sorelle and Kitt	Gregg Publishing Co.
Palmer Penmanship	A. N. Palmer
20th Century Bookkeeping	South Western Pub. Co.
Bookkeeping and Accounting	H. M. Rowe Co.

INDEX.

Addresses	22
Art Department	57
Athletics	21
Attendance Officers	57
Book List—	
Elementary Grades	57
High School	60
Calendar for 1921-1922	47
Compulsory Education	6
Drawing, Manual Training and Domestic Science.....	13
Elementary Schools	8
Evening Schools	11
Principal	12
Field Worker	12
Financial Statement	42
Gifts and Prizes	22
Health Crusade and Nutrition Work	15
High School	7
Home Garden and Poultry Clubs.....	17
Home Gardening and Backyard Poultry	18
Honor Pupils—	
High School	48, 49
Park School	51, 52
Household Arts	57
Janitors	46
List of Graduates—	
High School	48
Park School	50, 51
Elementary School	53
Medical Inspection	22
Music	20
Manual Training	57
Medical Inspectors	57
Need of Additional Accommodations.....	5
Park School	8
Professional Improvement	21
Perfect Attendance—	
High School	49
Park School	52
Elementary Schools	53

Report of	
Superintendent	5
Director of Drawing	29
Director of Shop Work	30
Director of Household Arts	32
Supervisor of Music	33
Supervisor of Physical Training	35
Director of Medical Inspection	36
School Nurse	38
Supervisor of Elementary Schools	24
Rules and Regulations	44
Secretary to Superintendent	57
School Lunches	13
School Enrollment—	
Day Schools	40
Enrollment by Years	40
Days Attendance	41
Supervisors	57
Standard Tests	8
Special Classes	20
Teachers—	
High School	54
Berkeley School	54
Brookside School	55
Centre School	55
Brookdale School	55
Carteret School	56
Fairview School	56
Watsessing School	56
Park School	56
Opportunity School	57
Thrift	21